

Exhibit PP

California Department of Education

DataQuest Home / Enrollment Report

2014-15 K-12 Enrollment by Age Group and Grade

Oxnard District Report (56-72538)

+ Report Description

+ Report Options and Filters

| Age Group | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| 5 | 1,664 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,664 |
| 6 | 502 | 1,556 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2,059 |
| 7 | 0 | 368 | 1,642 | 1 | 0 | 0 | 0 | 0 | 0 | 2,011 |
| 8 | 0 | 0 | 271 | 1,762 | 1 | 0 | 0 | 0 | 0 | 2,034 |
| 9 | 0 | 0 | 1 | 269 | 1,618 | 1 | 0 | 0 | 0 | 1,889 |
| 10 | 0 | 0 | 0 | 2 | 288 | 1,563 | 1 | 0 | 0 | 1,854 |
| 11 | 0 | 0 | 0 | 0 | 8 | 281 | 1,436 | 2 | 0 | 1,727 |
| 12 | 0 | 0 | 0 | 0 | 0 | 5 | 296 | 1,335 | 0 | 1,636 |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 339 | 1,327 | 1,669 |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 350 | 358 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 |
| Total | 2,166 | 1,924 | 1,915 | 2,034 | 1,915 | 1,850 | 1,736 | 1,684 | 1,692 | 16,916 |

California Department of Education

DataQuest Home / Enrollment Report

2015-16 K-12 Enrollment by Age Group and Grade

Oxnard District Report (56-72538)

+ Report Description

+ Report Options and Filters

| Age Group | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 5 | 1,547 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,548 |
| 6 | 630 | 1,304 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,934 |
| 7 | 1 | 547 | 1,510 | 1 | 0 | 0 | 0 | 0 | 0 | 2,059 |
| 8 | 0 | 1 | 387 | 1,622 | 0 | 0 | 0 | 0 | 0 | 2,010 |
| 9 | 0 | 0 | 2 | 274 | 1,719 | 2 | 0 | 0 | 0 | 1,997 |
| 10 | 0 | 0 | 0 | 2 | 264 | 1,634 | 1 | 0 | 0 | 1,901 |
| 11 | 0 | 0 | 0 | 0 | 1 | 286 | 1,510 | 1 | 0 | 1,798 |
| 12 | 0 | 0 | 0 | 0 | 0 | 7 | 271 | 1,425 | 2 | 1,705 |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 294 | 1,311 | 1,609 |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 342 | 344 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |
| Total | 2,181 | 1,853 | 1,899 | 1,899 | 1,984 | 1,929 | 1,786 | 1,722 | 1,665 | 16,918 |

California Department of Education

DataQuest Home / Enrollment Report

2016-17 K-12 Enrollment by Age Group and Grade

Oxnard District Report (56-72538)

+ Report Description

+ Report Options and Filters

| Age Group | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 5 | 1,467 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1,468 |
| 6 | 600 | 1,221 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1,823 |
| 7 | 0 | 623 | 1,288 | 0 | 0 | 0 | 0 | 0 | 0 | 1,911 |
| 8 | 0 | 3 | 553 | 1,476 | 1 | 0 | 0 | 0 | 0 | 2,033 |
| 9 | 0 | 0 | 1 | 381 | 1,600 | 0 | 0 | 0 | 0 | 1,982 |
| 10 | 0 | 0 | 1 | 2 | 274 | 1,681 | 1 | 0 | 0 | 1,959 |
| 11 | 0 | 0 | 0 | 0 | 4 | 270 | 1,588 | 0 | 0 | 1,862 |
| 12 | 0 | 0 | 0 | 0 | 0 | 2 | 281 | 1,503 | 2 | 1,788 |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 270 | 1,423 | 1,701 |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 288 | 291 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Total | 2,068 | 1,847 | 1,845 | 1,859 | 1,879 | 1,954 | 1,878 | 1,776 | 1,716 | 16,822 |

California Department of Education

DataQuest Home / Enrollment Report

2017-18 K-12 Enrollment by Age Group and Grade

Oxnard Report (56-72538)

+ Report Description

+ Report Options and Filters

| Age Group | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| 5 | 1,414 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,414 |
| 6 | 587 | 1,150 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,737 |
| 7 | 1 | 600 | 1,198 | 2 | 0 | 0 | 0 | 0 | 0 | 1,801 |
| 8 | 0 | 0 | 626 | 1,262 | 0 | 0 | 0 | 0 | 0 | 1,888 |
| 9 | 0 | 0 | 3 | 547 | 1,464 | 1 | 0 | 0 | 0 | 2,015 |
| 10 | 0 | 0 | 0 | 2 | 368 | 1,588 | 0 | 0 | 0 | 1,958 |
| 11 | 0 | 0 | 0 | 0 | 3 | 265 | 1,647 | 1 | 0 | 1,916 |
| 12 | 0 | 0 | 0 | 0 | 0 | 4 | 264 | 1,550 | 0 | 1,818 |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 280 | 1,482 | 1,764 |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 278 | 285 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Total | 2,002 | 1,750 | 1,827 | 1,813 | 1,835 | 1,858 | 1,913 | 1,838 | 1,763 | 16,599 |

California Department of Education

DataQuest Home / Enrollment Report

2018-19 K-12 Enrollment by Age Group and Grade

Oxnard Report (56-72538)

+ Report Description

+ Report Options and Filters

| Age Group | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| 5 | 1,306 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,306 |
| 6 | 549 | 1,133 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,682 |
| 7 | 0 | 586 | 1,126 | 0 | 0 | 0 | 0 | 0 | 0 | 1,712 |
| 8 | 0 | 1 | 592 | 1,184 | 2 | 0 | 0 | 0 | 0 | 1,779 |
| 9 | 0 | 0 | 0 | 606 | 1,231 | 0 | 0 | 0 | 0 | 1,837 |
| 10 | 0 | 0 | 0 | 4 | 534 | 1,431 | 1 | 0 | 0 | 1,970 |
| 11 | 0 | 0 | 0 | 0 | 4 | 375 | 1,531 | 0 | 0 | 1,910 |
| 12 | 0 | 0 | 0 | 0 | 0 | 3 | 256 | 1,613 | 1 | 1,873 |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 259 | 1,531 | 1,792 |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 266 | 268 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Total | 1,855 | 1,720 | 1,718 | 1,794 | 1,771 | 1,809 | 1,790 | 1,874 | 1,803 | 16,134 |



DataQuest Home / Enrollment Report

2018-19 K-12 Enrollment by Age Group and Grade

State Report

+ Report Description

+ Report Options and Filters

| Age Group | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|------------------|
| 0 | 0 | 3 | 0 | 1 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 1 | 12 |
| 1-3 | 0 | 3 | 1 | 0 | 0 | 2 | 0 | 2 | 3 | 0 | 1 | 0 | 2 | 14 |
| 4 | 8,805 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8,809 |
| 5 | 358,588 | 117 | 6 | 2 | 1 | 1 | 1 | 0 | 0 | 2 | 4 | 1 | 0 | 358,723 |
| 6 | 157,776 | 284,800 | 306 | 10 | 1 | 3 | 4 | 4 | 0 | 1 | 0 | 2 | 1 | 442,908 |
| 7 | 551 | 160,268 | 286,116 | 325 | 9 | 2 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 447,277 |
| 8 | 30 | 1,188 | 166,323 | 287,124 | 397 | 14 | 5 | 3 | 3 | 1 | 0 | 1 | 1 | 455,090 |
| 9 | 2 | 15 | 1,665 | 166,344 | 300,327 | 600 | 14 | 9 | 2 | 1 | 0 | 0 | 0 | 468,979 |
| 10 | 0 | 4 | 18 | 1,864 | 145,376 | 340,525 | 804 | 18 | 5 | 4 | 1 | 0 | 1 | 488,620 |
| 11 | 0 | 1 | 10 | 24 | 1,893 | 124,344 | 368,907 | 1,135 | 23 | 5 | 6 | 1 | 0 | 496,349 |
| 12 | 0 | 2 | 3 | 9 | 27 | 1,686 | 99,543 | 387,869 | 1,275 | 34 | 3 | 1 | 0 | 490,452 |

| | | | | | | | | | | | | | | |
|-------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|
| 13 | 0 | 4 | 1 | 4 | 9 | 19 | 1,678 | 95,974 | 377,599 | 1,506 | 28 | 5 | 1 | 476,828 |
| 14 | 3 | 0 | 0 | 0 | 8 | 9 | 35 | 1,960 | 96,781 | 374,744 | 1,616 | 28 | 10 | 475,194 |
| 15 | 1 | 0 | 1 | 3 | 3 | 2 | 6 | 41 | 2,103 | 105,371 | 365,257 | 1,719 | 58 | 474,565 |
| 16 | 0 | 0 | 2 | 2 | 4 | 3 | 3 | 5 | 30 | 7,234 | 108,136 | 350,668 | 2,065 | 468,152 |
| 17 | 0 | 7 | 5 | 3 | 0 | 2 | 5 | 2 | 4 | 2,503 | 9,556 | 109,734 | 341,297 | 463,118 |
| 18 | 0 | 0 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 861 | 2,991 | 8,739 | 118,129 | 130,733 |
| 19 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 200 | 977 | 2,206 | 14,005 | 17,393 |
| 20 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 104 | 418 | 749 | 6,121 | 7,398 |
| 21 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 264 | 314 | 4,425 | 5,081 |
| 22 | 0 | 14 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 77 | 232 | 180 | 1,279 | 1,783 |
| 23-29 | 1 | 243 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 368 | 1,123 | 376 | 1,173 | 3,296 |
| 30-39 | 0 | 614 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 372 | 1,029 | 67 | 606 | 2,720 |
| 40-49 | 1 | 375 | 23 | 0 | 0 | 0 | 0 | 0 | 1 | 226 | 564 | 29 | 322 | 1,541 |
| 50+ | 0 | 358 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 212 | 484 | 21 | 152 | 1,243 |
| Total | 525,758 | 448,028 | 454,542 | 455,718 | 448,061 | 467,215 | 471,008 | 487,027 | 477,835 | 493,903 | 492,690 | 474,843 | 489,650 | 6,186,278 |

Exhibit QQ

California Department of Education
Special Education Division
Reporting Cycle: December 1, 2013
Prepared: 9/21/2017 2:08:09 PM

Special Education Enrollment by Age and Disability
5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Intellectual Disability</u> (MR) | <u>Hard of Hearing</u> (HH) | <u>Deaf</u> (DEAF) | <u>Speech or Language Impairment</u> (SLI) | <u>Visual Impairment</u> (VI) | <u>Emotional Disturbance</u> (ED) | <u>Orthopedic Impairment</u> (OI) | <u>Other Health Impairment</u> (OHI) | <u>Specific Learning Disability</u> (SLD) | <u>Deaf- Blindness</u> (DB) | <u>Multiple Disability</u> (MD) | <u>Autism</u> (AUT) | <u>Traumatic Brain Injury</u> (TBI) | <u>Total</u> |
|------------|--|------------------------------------|-----------------------|---|--------------------------------------|--|--|---|--|------------------------------------|--|------------------------|--|--------------|
| 0 | 0 | * | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | * | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | * | * | * | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | * | 0 | 0 | 73 | 0 | 0 | 0 | * | * | * | * | * | 28 | 0 |
| 4 | * | * | * | 78 | * | 0 | 0 | * | * | 0 | 0 | * | 24 | 0 |
| 5 | 23 | * | 0 | 56 | 0 | 0 | 0 | * | * | 0 | 0 | * | 30 | 0 |
| 6 | 11 | 0 | * | 89 | * | * | * | * | * | * | 0 | * | 31 | 0 |
| 7 | * | 0 | * | 81 | 0 | * | * | * | * | * | 0 | 0 | 31 | 0 |
| 8 | 13 | * | * | 65 | 0 | * | 0 | * | 30 | 0 | * | 23 | 0 | 0 |
| 9 | 12 | 0 | * | 59 | * | * | * | * | 57 | 0 | * | 32 | 0 | 0 |
| 10 | 15 | * | * | 45 | * | * | 0 | * | 57 | 0 | * | 33 | * | 0 |
| 11 | 12 | * | * | 46 | * | * | * | * | 61 | 0 | * | 22 | 0 | 0 |
| 12 | * | * | * | 18 | 0 | * | * | * | 89 | 0 | * | 25 | 0 | 0 |
| 13 | 13 | 0 | * | 21 | 0 | * | * | * | 79 | 0 | * | 14 | * | 0 |
| 14 | * | * | 0 | * | * | 0 | 0 | * | 44 | 0 | 0 | * | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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California Department of Education
Special Education Division
Reporting Cycle: December 1, 2013
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Special Education Enrollment by Age and Grade

5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Kindergarten</u> | <u>First grade</u> | <u>Second grade</u> | <u>Third grade</u> | <u>Fourth grade</u> | <u>Fifth grade</u> | <u>Sixth grade</u> | <u>Seventh grade</u> | <u>Eighth grade</u> | <u>Ninth grade</u> | <u>Tenth grade</u> | <u>Eleventh grade</u> | <u>Twelfth grade</u> | <u>All Others</u> | <u>Total</u> |
|------------|---------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|------------------------|--------------------------|-------------------------|------------------------|------------------------|---------------------------|--------------------------|-----------------------|--------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | |
| 5 | 112 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 6 | 11 | 134 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 7 | 0 | * | 124 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | 0 | * | 28 | 118 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 0 | 0 | 38 | 136 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | 0 | 0 | 33 | 134 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 11 | 0 | 0 | 0 | 0 | 0 | 37 | 124 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 106 | * | 0 | 0 | 0 | 0 | 0 | |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | * | 50 | 103 | 0 | 0 | 0 | 0 | 0 | |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 0 | 0 | 0 | 0 | 0 | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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California Department of Education
Special Education Division
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Special Education Enrollment by Age and Disability
5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Intellectual Disability</u> (MR) | <u>Hard of Hearing</u> (HH) | <u>Deaf</u> (DEAF) | <u>Speech or Language Impairment</u> (SLI) | <u>Visual Impairment</u> (VI) | <u>Emotional Disturbance</u> (ED) | <u>Orthopedic Impairment</u> (OI) | <u>Other Health Impairment</u> (OHI) | <u>Specific Learning Disability</u> (SLD) | <u>Deaf- Blindness</u> (DB) | <u>Multiple Disability</u> (MD) | <u>Autism</u> (AUT) | <u>Traumatic Brain Injury</u> (TBI) | <u>Total</u> |
|------------|--|------------------------------------|-----------------------|---|--------------------------------------|--|--|---|--|------------------------------------|--|------------------------|--|--------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | * | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | * | 0 | * | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | * | 0 | * | 86 | 0 | 0 | 0 | * | 0 | 0 | * | 26 | 0 | 0 |
| 4 | * | * | 0 | 91 | 0 | 0 | 0 | * | 0 | 0 | * | 34 | 0 | 0 |
| 5 | 11 | * | * | 70 | 0 | * | * | * | 0 | 0 | * | 17 | 0 | 0 |
| 6 | 25 | * | 0 | 76 | * | * | * | * | * | 0 | * | 30 | 0 | 0 |
| 7 | 12 | * | * | 95 | * | * | * | * | * | 0 | * | 31 | 0 | 0 |
| 8 | * | * | * | 66 | 0 | * | * | * | 21 | 0 | 0 | 28 | 0 | 0 |
| 9 | 16 | * | * | 54 | 0 | * | 0 | * | 50 | 0 | * | 20 | 0 | 0 |
| 10 | 11 | 0 | * | 53 | * | * | * | * | 72 | 0 | * | 32 | 0 | 0 |
| 11 | 15 | * | * | 34 | * | * | 0 | * | 75 | 0 | * | 31 | * | * |
| 12 | * | * | * | 26 | * | * | * | * | 69 | 0 | * | 24 | 0 | 0 |
| 13 | * | * | * | 16 | 0 | * | * | * | 83 | 0 | * | 24 | 0 | 0 |
| 14 | * | 0 | 0 | * | 0 | * | 0 | * | 34 | 0 | 0 | * | * | * |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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California Department of Education
Special Education Division
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Special Education Enrollment by Age and Grade

5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Kindergarten</u> | <u>First grade</u> | <u>Second grade</u> | <u>Third grade</u> | <u>Fourth grade</u> | <u>Fifth grade</u> | <u>Sixth grade</u> | <u>Seventh grade</u> | <u>Eighth grade</u> | <u>Ninth grade</u> | <u>Tenth grade</u> | <u>Eleventh grade</u> | <u>Twelfth grade</u> | <u>All Others</u> | <u>Total</u> |
|------------|---------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|------------------------|--------------------------|-------------------------|------------------------|------------------------|---------------------------|--------------------------|-----------------------|--------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 | |
| 4 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | |
| 5 | 107 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 6 | 17 | 133 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 7 | 0 | 15 | 149 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | 0 | 0 | * | 124 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 0 | 0 | 27 | 132 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | 0 | 0 | 35 | 149 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 11 | 0 | 0 | 0 | 0 | 0 | 37 | 138 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 114 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | * | 49 | 101 | 0 | 0 | 0 | 0 | 0 | |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | * | 0 | 0 | 0 | 0 | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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California Department of Education
Special Education Division
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Special Education Enrollment by Age and Disability
5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Intellectual Disability</u> (MR) | <u>Hard of Hearing</u> (HH) | <u>Deaf</u> (DEAF) | <u>Speech or Language Impairment</u> (SLI) | <u>Visual Impairment</u> (VI) | <u>Emotional Disturbance</u> (ED) | <u>Orthopedic Impairment</u> (OI) | <u>Other Health Impairment</u> (OHI) | <u>Specific Learning Disability</u> (SLD) | <u>Deaf- Blindness</u> (DB) | <u>Multiple Disability</u> (MD) | <u>Autism</u> (AUT) | <u>Traumatic Brain Injury</u> (TBI) | <u>Total</u> |
|------------|--|------------------------------------|-----------------------|---|--------------------------------------|--|--|---|--|------------------------------------|--|------------------------|--|--------------|
| 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | * | 0 | 0 | 0 | * | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | * | * | * | * | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | * | 0 | * | 77 | 0 | 0 | 0 | * | * | * | 0 | * | 13 | 0 |
| 4 | * | 0 | * | 92 | 0 | 0 | 0 | * | * | 0 | 0 | * | 31 | 0 |
| 5 | 11 | * | 0 | 74 | 0 | 0 | 0 | * | * | * | 0 | * | 29 | 0 |
| 6 | * | * | * | 79 | 0 | * | * | * | * | 0 | 0 | * | 25 | 0 |
| 7 | 26 | * | 0 | 74 | * | * | * | * | * | * | 0 | * | 31 | 0 |
| 8 | 17 | * | * | 82 | * | * | * | * | * | 24 | 0 | * | 32 | 0 |
| 9 | * | * | * | 57 | 0 | * | 0 | 0 | * | 35 | 0 | 0 | 24 | 0 |
| 10 | 21 | * | * | 44 | * | * | * | * | * | 70 | 0 | * | 20 | 0 |
| 11 | 15 | * | * | 37 | * | * | * | * | * | 81 | 0 | * | 33 | 0 |
| 12 | 18 | * | * | 25 | * | * | 0 | * | * | 76 | 0 | * | 33 | * |
| 13 | 11 | * | * | 21 | * | * | * | * | * | 70 | 0 | * | 21 | 0 |
| 14 | * | * | 0 | * | 0 | * | 0 | 0 | * | 31 | 0 | 0 | * | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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Special Education Enrollment by Age and Grade

5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Kindergarten</u> | <u>First grade</u> | <u>Second grade</u> | <u>Third grade</u> | <u>Fourth grade</u> | <u>Fifth grade</u> | <u>Sixth grade</u> | <u>Seventh grade</u> | <u>Eighth grade</u> | <u>Ninth grade</u> | <u>Tenth grade</u> | <u>Eleventh grade</u> | <u>Twelfth grade</u> | <u>All Others</u> | <u>Total</u> |
|------------|---------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|------------------------|--------------------------|-------------------------|------------------------|------------------------|---------------------------|--------------------------|-----------------------|--------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 104 | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 138 | |
| 5 | 124 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 6 | 12 | 115 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 7 | * | 22 | 136 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | 0 | 0 | 23 | 157 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 0 | 0 | 13 | 126 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | 0 | * | 38 | 143 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 11 | 0 | 0 | 0 | 0 | 0 | 35 | 148 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 0 | 0 | 0 | 0 | 0 | * | 32 | 141 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 113 | 0 | 0 | 0 | 0 | 0 | |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | * | 0 | 0 | 0 | 0 | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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Special Education Enrollment by Age and Disability
5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Intellectual Disability</u> (MR) | <u>Hard of Hearing</u> (HH) | <u>Deaf</u> (DEAF) | <u>Speech or Language Impairment</u> (SLI) | <u>Visual Impairment</u> (VI) | <u>Emotional Disturbance</u> (ED) | <u>Orthopedic Impairment</u> (OI) | <u>Other Health Impairment</u> (OHI) | <u>Specific Learning Disability</u> (SLD) | <u>Deaf- Blindness</u> (DB) | <u>Multiple Disability</u> (MD) | <u>Autism</u> (AUT) | <u>Traumatic Brain Injury</u> (TBI) | <u>Total</u> |
|------------|--|------------------------------------|-----------------------|---|--------------------------------------|--|--|---|--|------------------------------------|--|------------------------|--|--------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | * | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | * | * | * | * | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | * | * | * | 114 | 0 | 0 | 0 | * | * | 0 | 0 | * | 15 | * |
| 4 | * | * | * | 102 | 0 | 0 | 0 | * | * | 0 | 0 | * | 15 | 0 |
| 5 | * | 0 | * | 72 | * | 0 | 0 | * | * | 0 | 0 | * | 27 | 0 |
| 6 | 12 | * | 0 | 88 | * | 0 | 0 | * | * | 0 | 0 | * | 34 | 0 |
| 7 | 12 | * | * | 82 | 0 | * | * | * | * | 0 | 0 | * | 29 | 0 |
| 8 | 29 | * | 0 | 59 | * | * | * | * | 12 | 38 | 0 | * | 29 | 0 |
| 9 | 18 | * | * | 73 | * | * | * | * | 11 | 48 | 0 | * | 31 | 0 |
| 10 | * | * | * | 51 | 0 | * | 0 | 0 | 12 | 54 | 0 | 0 | 29 | 0 |
| 11 | 23 | * | * | 47 | * | * | * | * | 19 | 85 | 0 | * | 16 | 0 |
| 12 | 15 | * | * | 33 | * | * | * | * | 11 | 83 | 0 | * | 34 | 0 |
| 13 | 18 | * | * | 27 | 0 | * | 0 | * | 72 | 0 | 0 | * | 30 | * |
| 14 | * | 0 | 0 | * | 0 | 0 | * | 0 | 19 | 0 | 0 | * | * | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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Special Education Enrollment by Age and Grade
5672538 - -Oxnard

****District of Residence****

| Age | Kindergarten | First grade | Second grade | Third grade | Fourth grade | Fifth grade | Sixth grade | Seventh grade | Eighth grade | Ninth grade | Tenth grade | Eleventh grade | Twelfth grade | All Others | Total |
|-----|--------------|----------------|-----------------|----------------|-----------------|----------------|----------------|------------------|-----------------|----------------|----------------|-------------------|------------------|---------------|-------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 | |
| 5 | 115 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 6 | 40 | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 7 | 0 | 28 | 117 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | 0 | * | 30 | 151 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 0 | 0 | 24 | 173 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | * | 0 | 18 | 149 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 11 | 0 | 0 | 0 | 0 | * | 39 | 167 | * | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 155 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 139 | 0 | 0 | 0 | 0 | 0 | |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 0 | 0 | 0 | 0 | 0 | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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Special Education Enrollment by Age and Disability
5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Intellectual Disability</u> (MR) | <u>Hard of Hearing</u> (HH) | <u>Deaf</u> (DEAF) | <u>Speech or Language Impairment</u> (SLI) | <u>Visual Impairment</u> (VI) | <u>Emotional Disturbance</u> (ED) | <u>Orthopedic Impairment</u> (OI) | <u>Other Health Impairment</u> (OHI) | <u>Specific Learning Disability</u> (SLD) | <u>Deaf- Blindness</u> (DB) | <u>Multiple Disability</u> (MD) | <u>Autism</u> (AUT) | <u>Traumatic Brain Injury</u> (TBI) | <u>Total</u> |
|------------|--|------------------------------------|-----------------------|---|--------------------------------------|--|--|---|--|------------------------------------|--|------------------------|--|--------------|
| 0 | 0 | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | * | * | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | * | * | * | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 |
| 4 | * | * | * | 109 | 0 | 0 | * | * | * | 0 | * | 20 | * | * |
| 5 | * | 0 | * | 64 | * | 0 | * | * | 0 | 0 | * | 15 | 0 | 0 |
| 6 | * | * | * | 85 | * | * | * | * | * | 0 | * | 26 | 0 | 0 |
| 7 | 11 | * | 0 | 77 | * | * | * | 15 | 15 | 0 | * | 36 | 0 | 0 |
| 8 | 12 | * | * | 58 | 0 | * | 0 | 13 | 29 | 0 | * | 26 | 0 | 0 |
| 9 | 30 | * | 0 | 54 | * | * | * | 14 | 60 | 0 | * | 28 | 0 | 0 |
| 10 | 17 | * | * | 47 | * | * | * | 23 | 69 | 0 | * | 32 | * | * |
| 11 | 11 | * | * | 46 | 0 | * | 0 | 22 | 82 | 0 | * | 29 | 0 | 0 |
| 12 | 22 | * | * | 40 | * | 11 | 0 | 25 | 101 | 0 | * | 19 | 0 | 0 |
| 13 | 15 | * | * | 29 | * | * | 0 | 11 | 89 | 0 | * | 35 | 0 | 0 |
| 14 | * | * | * | * | 0 | * | 0 | * | 16 | 0 | 0 | * | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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Special Education Enrollment by Age and Grade

5672538 - -Oxnard

****District of Residence****

| Age | Kindergarten | First grade | Second grade | Third grade | Fourth grade | Fifth grade | Sixth grade | Seventh grade | Eighth grade | Ninth grade | Tenth grade | Eleventh grade | Twelfth grade | All Others | Total |
|-----|--------------|----------------|-----------------|----------------|-----------------|----------------|----------------|------------------|-----------------|----------------|----------------|-------------------|------------------|---------------|-------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 | |
| 4 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 | |
| 5 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 6 | 35 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 7 | 0 | 47 | 118 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | 0 | 0 | 27 | 123 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 0 | * | 37 | 166 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | 0 | 0 | 29 | 181 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 11 | 0 | 0 | 0 | 0 | 0 | 26 | 177 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 0 | 0 | 0 | 0 | 0 | * | 46 | 179 | * | 0 | 0 | 0 | 0 | 0 | |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 158 | 0 | 0 | 0 | 0 | 0 | |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 0 | 0 | 0 | 0 | 0 | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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Special Education Enrollment by Age and Disability
5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Intellectual Disability</u> (MR) | <u>Hard of Hearing</u> (HH) | <u>Deaf</u> (DEAF) | <u>Speech or Language Impairment</u> (SLI) | <u>Visual Impairment</u> (VI) | <u>Emotional Disturbance</u> (ED) | <u>Orthopedic Impairment</u> (OI) | <u>Other Health Impairment</u> (OHI) | <u>Specific Learning Disability</u> (SLD) | <u>Deaf- Blindness</u> (DB) | <u>Multiple Disability</u> (MD) | <u>Autism</u> (AUT) | <u>Traumatic Brain Injury</u> (TBI) | <u>Total</u> |
|------------|--|------------------------------------|-----------------------|---|--------------------------------------|--|--|---|--|------------------------------------|--|------------------------|--|--------------|
| 0 | 0 | * | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | * | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | * | * | * | 100 | 0 | 0 | 0 | * | * | 0 | * | 15 | 0 | 0 |
| 4 | 12 | * | * | 110 | 0 | 0 | 0 | * | * | 0 | 0 | 15 | 0 | 0 |
| 5 | 12 | * | * | 99 | 0 | * | * | * | 0 | 0 | * | 15 | * | * |
| 6 | 11 | 0 | * | 93 | * | * | * | 14 | * | 0 | * | 18 | 0 | 0 |
| 7 | * | * | * | 91 | * | * | * | 20 | 19 | 0 | * | 30 | * | * |
| 8 | 13 | * | 0 | 67 | * | * | * | 26 | 45 | 0 | * | 39 | 0 | 0 |
| 9 | 17 | * | * | 57 | 0 | * | 0 | 33 | 62 | 0 | * | 29 | 0 | 0 |
| 10 | 33 | * | 0 | 57 | * | * | * | 25 | 104 | 0 | * | 28 | 0 | 0 |
| 11 | 14 | * | * | 48 | 0 | 11 | * | 35 | 104 | 0 | * | 34 | * | * |
| 12 | 14 | * | * | 39 | 0 | 14 | 0 | 27 | 93 | 0 | * | 29 | 0 | 0 |
| 13 | 24 | * | * | 34 | * | 19 | 0 | 30 | 107 | 0 | * | 16 | 0 | 0 |
| 14 | * | 0 | * | * | 0 | * | 0 | * | 23 | 0 | 0 | * | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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California Department of Education
Special Education Division
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Special Education Enrollment by Age and Grade

5672538 - -Oxnard

****District of Residence****

| <u>Age</u> | <u>Kindergarten</u> | <u>First grade</u> | <u>Second grade</u> | <u>Third grade</u> | <u>Fourth grade</u> | <u>Fifth grade</u> | <u>Sixth grade</u> | <u>Seventh grade</u> | <u>Eighth grade</u> | <u>Ninth grade</u> | <u>Tenth grade</u> | <u>Eleventh grade</u> | <u>Twelfth grade</u> | <u>All Others</u> | <u>Total</u> |
|------------|---------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|------------------------|--------------------------|-------------------------|------------------------|------------------------|---------------------------|--------------------------|-----------------------|--------------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 | |
| 4 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 145 | |
| 5 | 140 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | |
| 6 | 35 | 114 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 7 | 0 | 43 | 139 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 8 | 0 | 0 | 58 | 144 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 9 | 0 | 0 | 0 | 42 | 174 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 10 | 0 | 0 | 0 | * | 48 | 217 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 11 | 0 | 0 | 0 | 0 | * | 42 | 214 | * | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 194 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 192 | 0 | 0 | 0 | 0 | 0 | |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 0 | 0 | 0 | 0 | 0 | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

*

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2,223

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California Department of Education
 Special Education Division
 Reporting Cycle: December 1, 2018
 Prepared: 3/10/2020 12:34:44 AM

Special Education Enrollment by Age and Grade Statewide Report

| Age | Kindergarten | First grade | Second grade | Third grade | Fourth grade | Fifth grade | Sixth grade | Seventh grade | Eighth grade | Ninth grade | Tenth grade | Eleventh grade | Twelfth grade | All Others | Total |
|-----|--------------|-------------|--------------|-------------|--------------|-------------|-------------|---------------|--------------|-------------|-------------|----------------|---------------|------------|--------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 866 |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,091 |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,199 |
| 3 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22,206 |
| 4 | 636 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29,463 |
| 5 | 30,454 | 219 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,476 |
| 6 | 11,618 | 30,309 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| 7 | 413 | 13,374 | 33,414 | 57 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 27 | 443 | 15,468 | 36,410 | 71 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | 12 | 35 | 567 | 17,354 | 39,780 | 102 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | * | * | 33 | 661 | 17,450 | 44,245 | 93 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | * | 35 | 614 | 17,188 | 45,294 | 213 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | * | * | 33 | 524 | 15,982 | 45,589 | 200 | * | 0 | 0 | 0 | 0 | 0 |
| 13 | 0 | 0 | 0 | * | * | 29 | 575 | 15,657 | 43,133 | 185 | * | 0 | 0 | 0 | 0 |
| 14 | 0 | 0 | 0 | 0 | 0 | * | 42 | 588 | 15,500 | 40,652 | 208 | * | 0 | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | * | * | 48 | 508 | 16,802 | 37,560 | 203 | * | 0 | 0 |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | * | * | 35 | 1,556 | 16,613 | 33,857 | 419 | 0 | 0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | * | 446 | 1,821 | 16,361 | 31,529 | 55 | 55 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 97 | 485 | 1,462 | 17,851 | 2,943 | 2,943 |
| 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 113 | 289 | 3,398 | 3,510 | 3,510 |
| 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 95 | 1,819 | 3,232 | 3,232 |
| 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | * | 984 | 3,340 | 3,340 |
| 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 539 | 539 |

*

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795,047

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Exhibit RR

Oxnard School District – Based on Data Reported to California Department of Education (obtained via DataQuest)

Reporting Based on District of Residence

| Report Dated December | Total 5-15 Enrollment for school year | Special Ed Enrollment (total) | Special Ed Enrollment (ages 5-15) | Sp Ed Enrollment Percentage (5-15 year olds) | S/L | S/L % | LD | LD % | OHI | OHI % | ID | ID % | Aut | Aut % | ED | ED % |
|-----------------------------|--|-------------------------------------|---|--|-----|-------|-----|-------|-----|----------|-----|------|-----|-------|----|------|
| 2018 | 16,134 | 2223 | 1917 | 11.9% | 585 | 30.5% | 557 | 29% | 210 | 11% | 138 | 7.2% | 238 | 12.4% | 44 | 2.3% |
| 2017 | 16,599 | 1920 | 1641 | 9.9% | 500 | 30.5% | 461 | 28.1% | 123 | 7.5% | 118 | 7.2% | 246 | 15% | 11 | .7% |
| 2016 | 16,822 | 1874 | 1582 | 9.4% | 532 | 33.6% | 399 | 25.2% | 65 | 4% | 127 | 8% | 259 | 16.4% | * | |
| 2015 | 16,918 | 1725 | 1472 | 8.7% | 493 | 33.5% | 387 | 26.3% | * | | 119 | 8.1% | 248 | 16.8% | * | |
| 2014 | 16,916 | 1722 | 1442 | 8.5% | 490 | 34% | 404 | 28% | * | | 80 | 5.5% | 237 | 16.4% | * | |
| 2013 | 16,803 | 1689 | 1452 | 8.6% | 480 | 33% | 417 | 28.7% | * | | 99 | 6.8% | 241 | 16.7% | * | |
| 2012 | 16,533 | 1643 | 1424 | 8.6% | 516 | 36% | 405 | 28.4% | * | | 68 | 4.8% | 226 | 15.9% | * | |
| 2011 | 16,119 | 1628 | 1441 | 8.9% | 535 | 37% | 404 | 28% | * | | 63 | 4.4% | 208 | 14.4% | * | |

*Not significant enough numbers to report

Disability specific percentages, are percentages of special education enrollment for 5-15 year olds (e.g. in 2016, 33.6% of District's 5-15 special education population was eligible under Speech/Language).

State of California – Based on Data Reported to California Department of Education (obtained via DataQuest)

| Report Dated December | Total 5-15 Enrollment for school year | Special Ed Enrollment (ages 5-15) | Sp Ed Enrollment Percentage (5-15 year olds, aka K-12) | S/L | S/L % | LD | LD % | OHI | OHI % | ID | ID % | Aut | Aut % | ED | ED % |
|-----------------------------|--|---|---|---------|-------|---------|-------|--------|----------|--------|---------|--------|-------|--------|---------|
| 2018 | 5,074,985 | 593,562 | 11.7% | | | | | | | | | | | | |
| 2017 | 5,097,820 | 576,617 | 11.3% | 126,546 | 22% | 227,731 | 40% | 73,918 | 13% | 27,259 | 5% | 81,777 | 14.2% | 16,103 | 2.8% |
| 2016 | 5,103,460 | 550,498 | 10.8% | 125,765 | 22.8% | 222,710 | 40.5% | 68,234 | 12.4% | 27,243 | 5% | 76,488 | 13.9% | 15,673 | 2.8% |
| 2015 | 5,110,603 | 543,658 | 10.6% | 126,026 | 23.2% | 217,534 | 40% | 62,568 | 11.5% | 27,025 | 5% | 71,389 | 13.1% | 15,429 | 2.8% |
| 2014 | 5,108,665 | 528,604 | 10.3% | 126,762 | 24% | 212,423 | 40.2% | 57,194 | 9.8% | 26,550 | 5% | 66,603 | 12.6% | 15,716 | 3% |
| 2013 | | 518,006 | | | | | | | | | | | | | |
| 2012 | | 506,801 | | | | | | | | | | | | | |
| 2011 | | 499,217 | | | | | | | | | | | | | |

** California only began tracking state level age enrollment in 2014.

Exhibit SS

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Phone: (213) 347-0210

Attorneys for Defendants Oxnard School District,
Cesar Morales, Ernest Morrison, Debra Cordes,
Denis O'Leary, Veronica Robles-Solis, and
Monica Madrigal Lopez

**UNITED STATES DISTRICT COURT
CENTRAL DISTRICT OF CALIFORNIA**

M.B., a minor, by and through her
guardian ad litem, F.B.; I.G., a minor,
by and through his guardian ad litem,
M.E., F.S., a minor, by and through her
guardian ad litem, F.B.; Primero Los
Niños, an organization, on behalf of
themselves; A.E., a minor, by and
through his guardian ad litem, T.L.;
M.L., a minor, by and through his
guardian ad litem, E.E.; and D.C., by
and through her guardian ad litem,
M.L.; on behalf of themselves and all
those similarly situated,

Plaintiffs,

v.

OXNARD SCHOOL DISTRICT;
CESAR MORALES, Superintendent of
Oxnard School District, in his official
capacity; ERNEST MORRISON,
President of Board of Trustees, in his
official capacity; DEBRA CORDES,
Clerk of Board of Trustees, in her
official capacity; DENIS O'LEARY,
Trustee of Board of Trustees, in his
official capacity; VERONICA
ROBLES-SOLIS, Trustee of Board of
Trustees, in her official capacity;
MONICA MADRIGAL LOPEZ,
Trustee of Board of Trustees, in her
official capacity; and DOES 1 TO 10,
inclusive.

Defendants

) Case No.: 2:17-cv-04304-JAK-FFM

)
) **DEFENDANT OXNARD SCHOOL**
) **DISTRICT'S OBJECTIONS AND**
) **SUPPLEMENTAL RESPONSES TO**
) **PLAINTIFFS' FIRST SET OF**
) **INTERROGATORIES**

PROPOUNDING PARTY: PLAINTIFFS

RESPONDING PARTY: DEFENDANT OXNARD SCHOOL DISTRICT

SET NO.: ONE

Defendant Oxnard School District ("District"), through their counsel of record, hereby responds to Plaintiff's Interrogatories, Set One.

PRELIMINARY STATEMENT

This responding party has not completed discovery in this action and has not completed preparations for trial. All of the responses contained herein are based only upon such information and documents which are presently available to and specifically known to this responding party and disclose only those contentions that presently occur to such responding party. It is anticipated that further discovery, independent investigation, legal research and analysis will supply additional facts, add meaning to facts, as well as establish entirely new factual conclusions and legal contentions, all of which may lead to substantial additions to, changes in and variations from the contentions herein set forth. The following responses are given without prejudice to responding party's right to produce evidence of any subsequently discovered fact or facts which this responding party may later discover or recall. Responding party accordingly reserves the right to amend any and all responses herein as additional facts are ascertained, analysis are made, searches and legal research is completed and contentions are investigated. The responses contained herein are made in a good faith effort to supply as much factual information and as much specification of legal contentions as is presently known, but should in no way be to the prejudice of this responding party in relation to further discovery, research or analysis. This introductory statement shall apply to each and every response given herein, and shall be incorporated by reference as though set forth in each of the responses appearing on the following pages.

//

//

//

GENERAL OBJECTIONS

1
2 1. District generally objects to the Interrogatories to the extent they seek the
3 information that is equally available to Plaintiff, already known to Plaintiff, or uniquely
4 available from third parties.

5 2. District generally objects to the Interrogatories to the extent they expressly or
6 impliedly purport to call for information or legal analyses that are protected by the
7 attorney-client privilege, work product immunity, or similar privileges.

8 3. District generally objects to the Interrogatories to the extent they expressly or
9 impliedly seek information that is confidential or proprietary in nature, or which
10 constitutes protected commercial information of District.

11 4. District generally objects to the Interrogatories to the extent they are unduly
12 burdensome, oppressive, overbroad and calculated to harass and annoy.

13 5. District generally objects to the Interrogatories to the extent they seek
14 information that is protected from disclosure by any individual's statutory and/or common
15 law right to privacy.

16 6. District incorporates by reference herein the General Objections in each and
17 every one of the responses below, and District reserves the right to supplement or amend
18 these responses as it becomes necessary, relevant, or subject to mutual agreement between
19 the propounding and responding parties as discovery is not complete.

20 **OBJECTIONS AND SUPPLEMENTAL RESPONSES**

21 **INTERROGATORY NO. 1:**

22 Please identify the number of students the District assessed for special education in
23 each academic year from the 2013-2014 academic year through the present.

24 **SUPPLEMENTAL RESPONSE TO INTERROGATORY NO. 1:**

25 The District objects to Plaintiff's prefatory instructions to its First Set of
26 Interrogatories to the extent such instructions purport to impose obligations exceeding
27 those of the Federal Rules of Civil Procedure. The District further objects to the extent the
28 interrogatory calls for information that is in the possession, custody, and control of

1 Plaintiffs or is equally accessible to them. The District further objects to this request on
2 the grounds that the only certified class claims in this action seek prospective injunctive
3 relief, and therefore this interrogatory is not relevant to the extent it seeks information
4 regarding special education enrollments in the remote past. The District further objects to
5 this interrogatory on the grounds that it seeks information that is confidential or
6 proprietary in nature, or which constitutes protected commercial information of District.
7 The District further objects to this interrogatory on the grounds that it seeks information
8 that is protected from disclosure by any individual's statutory and/or common law right to
9 privacy.

10 Without waiving the foregoing objections, the District responds as follows: 425
11 during the 2013–2014 school year; 419 during the 2014–2015 school year; 456 during the
12 2015–2016 school year; 509 during the 2016–2017 school year; 606 during the 2017–
13 2018 school year; 718 during the 2018–2019 school year; 407 during the 2019–2020
14 school year (as of 1/3/2020).

15 **INTERROGATORY NO. 4:**

16 Please identify the number of students referred by the District for special education
17 assessments via the Coordination of Services Teams ("COST") or Coordination Services
18 Teams ("CST") process and the "students study team" and/or "student success team"
19 ("SST") process during each academic year from the 2013-2014 academic year through
20 the present.

21 **SUPPLEMENTAL RESPONSE TO INTERROGATORY NO. 4:**

22 The District objects to Plaintiff's prefatory instructions to its First Set of
23 Interrogatories to the extent such instructions purport to impose obligations exceeding
24 those of the Federal Rules of Civil Procedure. The District further objects to the extent
25 the interrogatory calls for information that is in the possession, custody, and control of
26 Plaintiffs or is equally accessible to them. The District further objects to this interrogatory
27 on the grounds that the only certified class claims in this action seek prospective
28 injunctive relief, and therefore this interrogatory is not relevant to the extent it seeks

1 information regarding special education enrollments in the remote past. The District
2 further objects to this interrogatory on the grounds that it seeks information that is
3 confidential or proprietary in nature, or which constitutes protected commercial
4 information of District. The District further objects to this interrogatory on the grounds
5 that it seeks information that is protected from disclosure by any individual's statutory
6 and/or common law right to privacy.

7 Without waiving the foregoing objections, the District responds as follows: 127
8 during the 2013–2014 school year; 127 during the 2014–2015 school year; 178 during the
9 2015–2016 school year; 197 during the 2016–2017 school year; 233 during the 2017–
10 2018 school year; 370 during the 2018–2019 school year; 281 during the 2019–2020
11 school year (as of 1/3/2020).

12 **INTERROGATORY NO. 5:**

13 Please identify the number of parent requests for special education assessments the
14 District has received during each academic year from the 2013-2014 academic year
15 through the present.

16 **SUPPLEMENTAL RESPONSE TO INTERROGATORY NO. 5:**

17 The District objects to Plaintiff's prefatory instructions to its First Set of
18 Interrogatories to the extent such instructions purport to impose obligations exceeding
19 those of the Federal Rules of Civil Procedure. The District further objects to the extent
20 the interrogatory calls for information that is in the possession, custody, and control of
21 Plaintiffs or is equally accessible to them. The District further objects to this interrogatory
22 on the grounds that the only certified class claims in this action seek prospective
23 injunctive relief, and therefore this interrogatory is not relevant to the extent it seeks
24 information regarding special education enrollments in the remote past. The District
25 further objects to this interrogatory on the grounds that it seeks information that is
26 confidential or proprietary in nature, or which constitutes protected commercial
27 information of District. The District further objects to this interrogatory on the grounds
28 //

1 that it seeks information that is protected from disclosure by any individual's statutory
2 and/or common law right to privacy.

3 Without waiving the foregoing objections, the District responds as follows: 162
4 during the 2013-2014 school year; 184 during the 2014-2015 school year; 197 during the
5 2015-2016 school year; 232 during the 2016-2017 school year; 297 during the 2017-2018
6 school year; 241 during the 2018-2019 school year; 86 during the 2019-2020 school year
7 (as of 1/3/2020).

8 **INTERROGATORY NO. 6:**

9 Please identify the number of teacher referrals for special education assessments
10 The District has received during each academic year from the 2013-2014 academic year
11 through the present.

12 **SUPPLEMENTAL RESPONSE TO INTERROGATORY NO. 6:**

13 The District objects to Plaintiff's prefatory instructions to its First Set of
14 Interrogatories to the extent such instructions purport to impose obligations exceeding
15 those of the Federal Rules of Civil Procedure. The District further objects to the extent
16 the interrogatory calls for information that is in the possession, custody, and control of
17 Plaintiffs or is equally accessible to them. The District further objects to this interrogatory
18 on the grounds that the only certified class claims in this action seek prospective
19 injunctive relief, and therefore this interrogatory is not relevant to the extent it seeks
20 information regarding special education enrollments in the remote past. The District
21 further objects to this interrogatory on the grounds that it seeks information that is
22 confidential or proprietary in nature, or which constitutes protected commercial
23 information of District. The District further objects to this interrogatory on the grounds
24 that it seeks information that is protected from disclosure by any individual's statutory
25 and/or common law right to privacy.

26 Without waiving the foregoing objections, the District responds as follows: 43
27 during the 2013-2014 school year; 33 during the 2014-2015 school year; 21 during the
28 2015-2016 school year; 9 during the 2016-2017 school year; 44 during the 2017-2018

1 school year; 31 during the 2018-2019 school year; 6 during the 2019-2020 school year
2 (as of 1/3/2020).

3 **INTERROGATORY NO 7:**

4 Please identify the number of requests or referrals for special education assessments
5 that have occurred in the District and have come from sources other than parents or
6 teachers, such as from healthcare providers, during each academic year from the 2013-
7 2014 academic year through the present.

8 **SUPPLEMENTAL RESPONSE TO INTERROGATORY NO. 7:**

9 The District objects to Plaintiff's prefatory instructions to its First Set of
10 Interrogatories to the extent such instructions purport to impose obligations exceeding
11 those of the Federal Rules of Civil Procedure. The District further objects to the extent the
12 interrogatory calls for information that is in the possession, custody, and control of
13 Plaintiffs or is equally accessible to them. The District further objects to this interrogatory
14 on the grounds that the only certified class claims in this action seek prospective injunctive
15 relief, and therefore this interrogatory is not relevant to the extent it seeks information
16 regarding special education enrollments in the remote past. The District further objects to
17 this interrogatory on the grounds that it seeks information that is confidential or
18 proprietary in nature, or which constitutes protected commercial information of District.
19 The District further objects to this interrogatory on the grounds that it seeks information
20 that is protected from disclosure by any individual's statutory and/or common law right to
21 privacy.

22 Without waiving the foregoing objections, the District responds as follows: 78
23 during the 2013-2014 school year; 64 during the 2014-2015 school year; 50 during the
24 2015-2016 school year; 73 during the 2016-2017 school year; 44 during the 2017-2018
25 school year; 31 during the 2018-2019 school year; 6 during the 2019-2020 school year (as
26 of 1/3/2020).

27 //

28 //

Date: January 7, 2020

GARCIA HERNANDEZ SAWHNEY, LLP

By: 

Conor Kennedy

Attorneys for Defendants Oxnard School
District, Cesar Morales, Ernest Morrison,
Debra Cordes, Denis O'Leary, Veronica
Robles-Solis, and Monica Madrigal Lopez

PROOF OF SERVICE

I am employed in the county of Alameda, State of California. I am over the age of 18 and not a party to the within action; my business address is: 2490 Mariner Square Loop, Suite 140.

On January 7, 2020, I served the foregoing document(s) described as:
DEFENDANT OXNARD SCHOOL DISTRICT'S OBJECTIONS AND SUPPLEMENTAL RESPONSES TO PLAINTIFFS' FIRST SET OF INTERROGATORIES on the interested parties in this action.

SHAWNA L. PARKS
LAW OFFICE OF SHAWNA L.
PARKS
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JANEEN STEEL
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DISABILITY RIGHTS ADVOCATE
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mriess@dralegal.org
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Berkeley, CA 94704
(510) 665-8644
(510) 665-8511

Attorneys for Plaintiffs J.R., a minor, by and through her guardian ad litem, Janelle McCammack; M.B., a minor, by and through her guardian ad litem, F.B.; I.G., a minor, by and through his guardian ad litem, M.E., on behalf of themselves and all those similarly situated

[XX] **BY ELECTRONIC MAIL** Based on a court order or agreement of the parties to accept electronic service, I transmitted the above listed document(s) to the e-mail address(es) set forth above on this date.

Executed on January 7, 2020, at Alameda, California.

I declare under penalty of perjury under the laws of the State of California that the above is true and correct.

Obianuju Nzewi

Print Name

/s/

Obianuju Nzewi

Signature

Exhibit TT

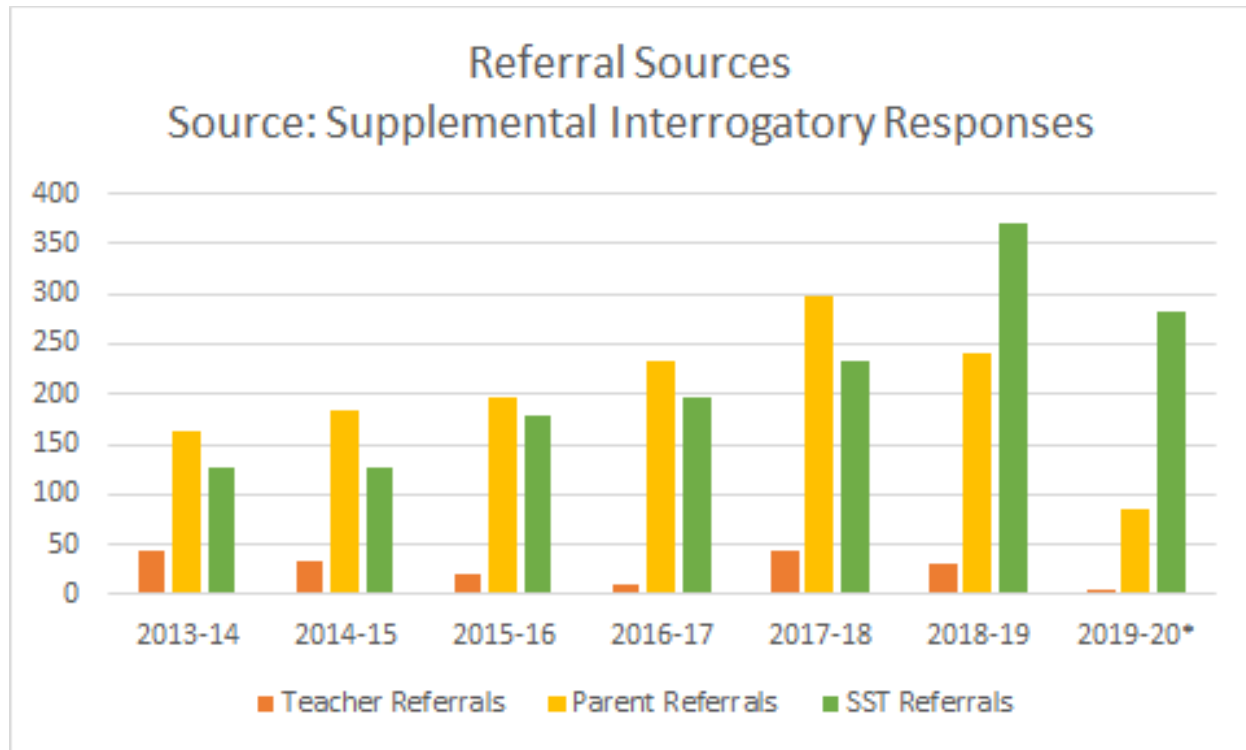
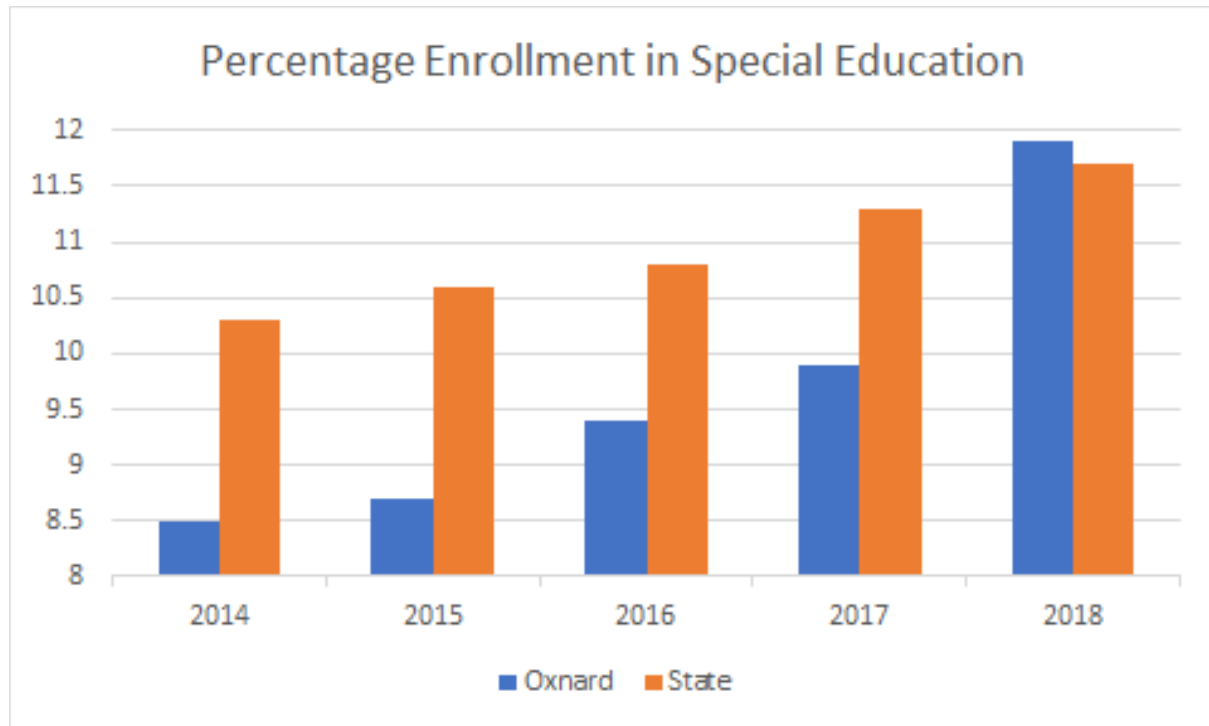


Exhibit UU



* Source - California Department of Education enrollment data for 5-15 year olds

Exhibit V V

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UNITED STATES DISTRICT COURT
CENTRAL DISTRICT OF CALIFORNIA

J.R., et al.,)
)
Plaintiffs,)
)
vs.) Case No.
) 2:17-cv-04304-JAK-FFM
OXNARD SCHOOL DISTRICT, et)
al.,)
)
Defendants.)
_____)

DEPOSITION OF MICHAEL C. RIDGE, taken
on behalf of Plaintiffs, at 300 Esplanade
Drive, Suite 900, Oxnard, California,
beginning at 9:50 a.m., on Wednesday,
January 22, 2020, before Melina Homan,
CSR No. 12028.

1 APPEARANCES:

2
3 For Plaintiffs:

4 DISABILITY RIGHTS ADVOCATES
5 By: Melissa Riess, Attorney at Law
6 2001 Center Street
7 Fourth Floor
8 Berkeley, California 94704
9 (510)665-8644

10 For Defendants:

11 GARCIA HERNANDEZ SAWHNEY, LLP
12 By: Albert A. Erkel, Jr., Attorney at Law
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15 Alameda, California 94501
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INDEX

| WITNESS | PAGE |
|--------------------------|------|
| Michael C. Ridge | |
| Examination by Ms. Riess | 5 |

EXHIBITS

| MARKED | DESCRIPTION | PAGE |
|--------|--|------|
| 1 | Notice of Deposition of Oxnard School District Pursuant to F.R.C.P 30(b)(6) | 7 |
| 2 | Oxnard School District Total Number of Students Involved in CST/SST Process by Year | 13 |
| 3 | PowerPoint Pages | 55 |
| 4 | Oxnard School District Tier III Student Success Team Meeting Summary (Revised 4-27-17) | 55 |

1 OXNARD, CALIFORNIA;

2 WEDNESDAY, JANUARY 22, 2020; 9:50 A.M.

3

4 MICHAEL C. RIDGE,

5 having been first duly sworn, was

6 examined and testified as follows:

7

8 EXAMINATION

9

10 BY MS. RIESS:

11 Q. My name is Melissa Riess. As I said before, I
12 am one of the lawyers for the plaintiffs in this action
13 against Oxnard School District related to the "Child
14 Find" policy.

15 So we are here this morning because the
16 plaintiffs provided the school district with basically a
17 list of topics that we would like the district to
18 present a representative on, and so you have been
19 designated to cover certain of those topics. So that is
20 why we're here this morning.

21 Can you state your name for the record.

22 A. My full name?

23 Q. Your full name.

24 A. Michael Christopher Ridge. You notice I do go
25 by my middle name; but if you call me Michael, I will

1 respond. It might just take me a little longer.

2 Q. So I can call you Chris?

3 A. Yes.

4 Q. All right.

5 A. Please.

6 Q. Great.

7 And I know that you have been deposed at least
8 once previously in this case; but even so, I just want
9 to go through kind of the basics of depositions so that
10 we're all clear.

11 The most important piece is that your testimony
12 is under oath, and so you're testifying here as if you
13 were in a court with a judge.

14 And the court reporter will be taking down the
15 things that we say, so if we can try not to talk over
16 each other. I will let you finish what you're saying,
17 please let me finish what I'm saying, so that we get a
18 clear record.

19 Similarly, if you could answer verbally with a
20 "yes" or "no" rather than an "uh-huh" or shaking your
21 head, that would be great.

22 And I don't expect that this will go too long;
23 but if you need a break for whatever reason, please let
24 us know.

25 Please answer any question that's outstanding

1 place for the teacher to select the target area and to
2 describe the intervention or interventions supplied and
3 then what would be the expected outcome.

4 So obviously, there's a measure to be applied.
5 And then there's a place for the actual outcome to be
6 recorded. That same process is reflected at each of the
7 tiers.

8 Q. Okay. Right. I'm familiar with that.

9 But that -- that information stays on the paper
10 forms; is that correct?

11 A. Yes.

12 Q. It doesn't get captured electronically?

13 A. You are correct.

14 Q. Is information preserved in this electronic
15 student information system about who participated in
16 these different meetings that are held?

17 So for a student who had a CST meeting, does
18 the system capture who attended that meeting?

19 A. No.

20 Q. Okay.

21 A. That's all on paper.

22 Q. And does the system track if the student was
23 referred for a special education assessment?

24 A. That particular system, no.

25 Q. Okay.

1 A. That happens within a different system; and
2 that's then moving into a different department, a
3 different domain.

4 Q. Okay. And what is that other system where it
5 is -- where that information is preserved?

6 A. Well, it's through special education.

7 There is software. You may be familiar with
8 Cirrus and CASEMIS. I am no expert on either one of
9 those because they are outside of my particular domain,
10 with a caveat that I'm learning Cirrus because our
11 intention is to move into the use of Cirrus to record
12 both our 504 and SST documentation. So, ultimately,
13 that is our goal.

14 The vendor has made that option very recently
15 for people to be able to do, and we're moving into that
16 domain.

17 Q. Okay.

18 A. Being at least the first in the county to be
19 able to do that, to use it in that particular way.

20 Q. Okay. So the goal is to use Cirrus to capture
21 information about people involved in the 504 process as
22 well as the SST process?

23 A. Yes.

24 Q. Okay.

25 A. And I've been involved in that work.

1 Q. Oh. It's not something?

2 A. It is not, yeah.

3 Q. Got it.

4 A. So beginning in that time frame.

5 And I don't know the exact date; but I do know
6 that it was, you know, within that time frame after I
7 arrived, within a year.

8 Q. Okay. And apologies for being obtuse. I just
9 want to make sure I clearly understand what you're
10 saying.

11 A. I want to be clear too. So thank you for the
12 clarification.

13 Q. Okay. So we've talked about the information
14 that gets recorded when a child moves -- is referred to
15 the CST process.

16 A. Yes.

17 Q. What other information gets recorded about the
18 SST/CST process in this electronic system?

19 A. In the current electronic system that we have,
20 it's what I described to you already.

21 Q. Okay. So it's just that -- the fact of
22 referral?

23 A. Yes.

24 Q. Okay. So --

25 A. Or a meeting, too.

1 Q. Okay.

2 A. So we also log those, too.

3 Q. Okay. So you log whether a meeting has
4 occurred or not?

5 A. Yeah.

6 Q. Okay. So if a child is referred from Tier I to
7 CST, to Tier II, then the fact of the referral is
8 recorded in the system, correct?

9 A. Yes.

10 Q. And then if the -- if a -- after the CST
11 meeting is held, then there's an additional record
12 that's created?

13 A. After the CST meeting is held, yes, they could.
14 They should log that they had that date.

15 Let's say a referral comes in on February the
16 1st and then -- they could log that and then log, "The
17 team met on February the 10th in a CST."

18 So there could be, say, multiple entries for a
19 single student.

20 In fact, there are multiple entries on that
21 that record, the initial touch point, you can kind of
22 say, when the referral was made.

23 Q. Okay.

24 A. As well as each of the other touch points of
25 the meeting, CST meeting, SST meeting.

1 Q. Okay. So each time there would be sort of an
2 event in the SST process, or at least a meeting, then,
3 that would be recorded in this system?

4 A. Yes. That's the way that it's designed.

5 Q. Okay. And what information about each meeting
6 is recorded?

7 A. That's all paper-based.

8 So the electronic system is what I described to
9 you that just captures, you could say, a touch point on
10 there, is what it is, to know that we've had that event
11 with a student. Everything else pertinent to the case
12 is contained within the school-based paper files.

13 Q. Got it.

14 Okay. So the student might have an entry in
15 their record which says that they were referred on
16 February 1st and then another entry which says that a
17 CST meeting was held on whatever, February 10th, and
18 then another entry if another meeting was held
19 subsequently down the line; then that would include the
20 date of that meeting and the type of meeting; is that
21 accurate?

22 A. Yes.

23 In regards to type, we have, together within
24 the drop-down, both CST/SST. So our current system does
25 not differentiate between which one it may be.

1 Q. It's an example of a form.

2 A. That's used.

3 Q. Why don't you describe what this document is an
4 example of?

5 A. It seems to be a record of an initial SST
6 meeting for a sixth grade student at Chavez School.

7 Q. And so would this document have been created
8 during an SST meeting?

9 A. Well, our directions, as you can see reflected,
10 is that some of the documents, per se, can and should be
11 completed in advance -- you know, inputting information
12 can be done in advance -- so that the -- when the team
13 convenes, they are not focused upon just someone typing.

14 Q. Right.

15 A. They review it.

16 Q. They review the information?

17 A. But the data input doesn't have to happen just
18 right then and there.

19 Q. Okay. And so some of the data input occurs
20 before the meeting?

21 A. Correct.

22 Q. Who typically does that?

23 A. Typically the ORC.

24 Q. And what is the source of the information that
25 they use to fill in the form?

1 A. It will come from the referral packet as well
2 as potentially what maybe is contained within the
3 student information system --

4 Q. Okay.

5 A. -- and other places.

6 For example, if there's -- as I mentioned
7 earlier, Star 360 math or reading, that could be
8 information that could be attached like I was describing
9 previously.

10 Q. That could be attached to the paper referral
11 form?

12 A. Yeah. Initially when it came.

13 Q. Okay. Is the information that is contained
14 within this form captured electronically in the student
15 information system?

16 A. No.

17 Q. Is it captured anywhere other than on this
18 form?

19 A. Well, this is, you know, a printout of an
20 electronic document. Somebody would have, could have
21 saved this document electronically.

22 Could have -- I'm just speculating here --
23 printed it out to put into the cume (ph) file to put
24 into the ORC's file. So I mean, there's -- it came from
25 an electronic document. I don't know if that's what

1 you're getting at.

2 Q. Right.

3 They used an electronic document to create
4 this; it wasn't somebody --

5 A. Correct.

6 Q. -- writing it out by hand except for there are
7 certain handwritten notes on it?

8 A. Right. They took the template; they input the
9 information in the fields.

10 Q. But in terms of the information that is in this
11 form being preserved in a database somewhere, does that
12 happen?

13 A. No.

14 Q. Okay.

15 A. That is our goal. That gets back to Cirrus.

16 Q. Okay. So all of the schools within your
17 district use this form?

18 A. Yes.

19 MS. RIESS: Okay. I think that's all the
20 questions that I have this morning.

21 MR. ERKEL: Great. I'll take a copy.

22 STENOGRAPHIC REPORTER: Okay. Thank you very
23 much.

24 (At 11:20 a.m., the deposition was concluded.)

25

DECLARATION

I hereby declare I am the deponent in the within matter; that I have read the foregoing proceedings and know the contents thereof, and I declare that the same is true of my knowledge except as to the matters which are therein stated upon my information or belief, and as to those matters, I believe it to be true.

That prior to completion of the foregoing deposition, review of the transcript was not requested.

I declare under the penalties of perjury of the State of California that the foregoing is true and correct.

Executed on the _____ day of _____, 2020, at _____, California.

MICHAEL RIDGE

1 STATE OF CALIFORNIA)
) ss.
2 COUNTY OF VENTURA)

3 I, Melina C. Homan, a Certified Shorthand
4 Reporter, do hereby certify;

5 That prior to being examined, the witness
6 named in the foregoing proceedings was by me duly sworn
7 to testify the truth, the whole truth and nothing but
8 the truth;

9 That said proceedings were taken before me
10 at the time and place therein set forth and were taken
11 down by me in shorthand and thereafter transcribed into
12 typewriting under my direction and supervision;

13 I further certify that I am neither counsel
14 for, nor related to, any party to said action, nor in
15 anywise interested in the outcome thereof.

16 That prior to the completion of the foregoing
17 deposition, review of the transcript was not requested.

18 In witness whereof, I have hereunto
19 subscribed my name.

20
21 Dated: _____

22

23 _____
Melina C. Homan, CSR No. 12028

24 The dismantling, unsealing, or unbinding of the
25 original transcript will render the Reporter's
Certificate null and void.

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ERRATA SHEET

If any corrections to your deposition are necessary,
indicate them on this sheet, giving the change, page
number, line number and reason for change.

| PAGE | LINE | FROM | TO |
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Corrections

Michael C. Ridge

January 22, 2020

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UNITED STATES DISTRICT COURT
CENTRAL DISTRICT OF CALIFORNIA

J.R., et al.,
Plaintiffs,
vs.
OXNARD SCHOOL DISTRICT, et
al.,
Defendants.

Case No.
2:17-cv-04304-JAK-FFM

RULE 30(b)(6)
DEPOSITION OF MICHAEL C. RIDGE
Oxnard, California
Wednesday, January 22, 2020

Stenographically Reported By:
Melina Homan
CSR No. 12028
Job No: 223576

Michael C. Ridge

January 22, 2020

1 UNITED STATES DISTRICT COURT
2 CENTRAL DISTRICT OF CALIFORNIA
3

4 J.R., et al.,)
5 Plaintiffs,)
6 vs.) Case No.
7 OXNARD SCHOOL DISTRICT, et) 2:17-cv-04304-JAK-FFM
8 al.,)
9 Defendants.)
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12

13 DEPOSITION OF MICHAEL C. RIDGE, taken
14 on behalf of Plaintiffs, at 300 Esplanade
15 Drive, Suite 900, Oxnard, California,
16 beginning at 9:50 a.m., on Wednesday,
17 January 22, 2020, before Melina Homan,
18 CSR No. 12028.
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25

Michael C. Ridge

January 22, 2020

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Michael C. Ridge

January 22, 2020

1 OXNARD, CALIFORNIA;

2 WEDNESDAY, JANUARY 22, 2020; 9:50 A.M.

3
4 MICHAEL C. RIDGE,

5 having been first duly sworn, was
6 examined and testified as follows:

7
8 EXAMINATION

9
10 BY MS. RIESS:

11 Q. My name is Melissa Riess. As I said before, I
12 am one of the lawyers for the plaintiffs in this action
13 against Oxnard School District related to the "Child
14 Find" policy.

15 So we are here this morning because the
16 plaintiffs provided the school district with basically a
17 list of topics that we would like the district to
18 present a representative on, and so you have been
19 designated to cover certain of those topics. So that is
20 why we're here this morning.

21 Can you state your name for the record.

22 A. My full name?

23 Q. Your full name.

24 A. Michael Christopher Ridge. You notice I do go
25 by my middle name; but if you call me Michael, I will

1 respond. It might just take me a little longer.

2 Q. So I can call you Chris?

3 A. Yes.

4 Q. All right.

5 A. Please.

6 Q. Great.

7 And I know that you have been deposed at least
8 once previously in this case; but even so, I just want
9 to go through kind of the basics of depositions so that
10 we're all clear.

11 The most important piece is that your testimony
12 is under oath, and so you're testifying here as if you
13 were in a court with a judge.

14 And the court reporter will be taking down the
15 things that we say, so if we can try not to talk over
16 each other. I will let you finish what you're saying,
17 please let me finish what I'm saying, so that we get a
18 clear record.

19 Similarly, if you could answer verbally with a
20 "yes" or "no" rather than an "uh-huh" or shaking your
21 head, that would be great.

22 And I don't expect that this will go too long;
23 but if you need a break for whatever reason, please let
24 us know.

25 Please answer any question that's outstanding

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1 before taking a break, but that's completely fine.

2 And then I do have to ask this question: Is
3 there any medication that you're taking or condition
4 that would prevent you from testifying truthfully?

5 A. No.

6 Q. Okay. Great.

7 So what exhibit number are we on now?

8 MR. ERKEL: We're not doing that. I wish we
9 were. Everything is brand-new.

10 MS. RIESS: So we're starting with one?

11 MR. ERKEL: Yes. Unfortunately.

12 MS. RIESS: That's fine.

13 Q. BY MS. RIESS: Okay. So -- here's a copy for
14 you. You have it. So let's mark as Exhibit 1 the
15 notice of deposition of Oxnard School District pursuant
16 to Rule 30(b)(6).

17 (Exhibit 1 was marked for identification.)

18 Q. BY MS. RIESS: I'll give you a minute to look
19 through the document.

20 A. Okay. I'm remembering these.

21 I don't know if I need to go over all these
22 numbers and letters though. These are the same as what
23 we've seen.

24 MR. ERKEL: Hasn't changed, same one?

25 THE WITNESS: It's the same thing I'm familiar

1 with.

2 Q. BY MS. RIESS: So you're familiar with this
3 document?

4 A. Yes, ma'am.

5 Q. Okay. And are you familiar -- so this is a
6 list of topics that we have requested information or
7 testimony from the district on.

8 A. Yes.

9 Q. Do you know which of these topics you have been
10 designated to testify regarding today?

11 MR. ERKEL: I can answer that. Five, six,
12 eight, and nine.

13 MS. RIESS: Five, six, eight, and nine. Okay.

14 THE WITNESS: I'll put a star by them.

15 Q. BY MS. RIESS: Okay. What did you do to
16 prepare today for this deposition?

17 A. I had a conversation with our attorney.

18 Q. And just so you know, you don't need to tell me
19 the content of the conversation with your attorneys.

20 So you spoke to your attorney?

21 A. Uh-huh -- yes. Sorry.

22 Q. Did you do anything else?

23 A. I prepared this document right here that we're
24 looking at.

25 Q. I'll ask you a few questions about that in a

Michael C. Ridge

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1 minute.

2 A. Okay.

3 Q. And did you review any documents?

4 A. In preparation for today?

5 Q. Uh-huh.

6 A. Yes.

7 Q. Which documents did you review?

8 A. I looked over our special education handbook.

9 Just parts of it, not the entire thing, but parts of it.

10 Q. Which parts?

11 A. The parts that relate to CST and SST.

12 Q. So the chapters or headings that -- you
13 reviewed those sections?

14 A. Yeah. I just briefly looked at it again.

15 Q. Okay. And did you review any other documents?

16 A. Related to today's deposition, no.

17 Q. Did you do anything else to prepare --

18 A. No.

19 Q. -- other than preparing this document?

20 A. That I already mentioned.

21 Q. Okay. And what is your job title?

22 A. I'm director of pupil services.

23 Q. Director of pupil services. And who is your
24 employer?

25 A. Oxnard School District.

Michael C. Ridge

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1 Q. And how long have you been in that job?

2 A. This is my fifth year.

3 Q. Okay. So you started in 2015?

4 A. Yes.

5 Q. Was that the beginning of the 2015-2016 school
6 year?

7 A. Yes, it was.

8 Q. Okay. And what were you doing before that?

9 A. I was a principal.

10 MR. ERKEL: This was gone over pretty
11 extensively already.

12 Q. BY MS. RIESS: Let me ask it this way: Did you
13 have a previous role in the Oxnard School District
14 before director of pupil services?

15 A. No.

16 Q. So you came to Oxnard and --

17 A. Correct.

18 Q. -- to enter that position?

19 A. Correct.

20 Q. Okay.

21 A. That was my first time, in July of 2015.

22 Q. Okay. Great.

23 A. In Oxnard School District.

24 Q. Are you familiar with SST?

25 A. Yes.

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1 Q. Can you briefly describe what it is?

2 A. Briefly?

3 Well, I'll begin, I guess, with SST stands for
4 Student Success Team. It is a process -- it's not a
5 program -- that is utilized not only throughout the
6 state, but really throughout the country, too, in
7 regards to how it is that we, within education, work to
8 make sure that we're providing what each individual
9 student needs, I guess is the briefest way that I can
10 say.

11 Q. So it's a process?

12 A. Correct.

13 Q. And are there multiple steps in the process?

14 A. I think you can say yes in the sense that
15 there's like a flowchart. So if you think of the steps
16 in that way -- we don't label it steps, but yes. And
17 there's also a tiered component to it.

18 Q. Okay. There's a tiered component. Can you
19 describe the tiered component?

20 MR. ERKEL: You know, this isn't really much of
21 an objection, but Stuart went through this extremely
22 extensively --

23 MS. RIESS: I understand that.

24 MR. ERKEL: -- in this case.

25 MS. RIESS: I understand that. I'm just

1 building a little bit of a foundation.

2 MR. ERKEL: I don't mind --

3 MS. RIESS: -- on the topics that we are here
4 to talk about today.

5 MR. ERKEL: I don't mind that. I just -- let's
6 not, you know, go over everything Stuart already went
7 over.

8 MS. RIESS: Okay. Fair enough.

9 Q. BY MS. RIESS: But given that, I would like to
10 have a brief overview of the tiers in the SST process.

11 A. So there's three tiers. It's a model that,
12 again, is used throughout education within the nation,
13 And it allows us to respond to different needs.

14 Whereby we recognize that all students need a
15 core educational program, we call that Tier I, and
16 that's contained within the classroom, not reflected in
17 these numbers. I want to make sure to point that out.

18 Q. So Tier I is not reflected in the numbers in
19 this document that you have provided today?

20 A. Right. These are ones that are within our
21 system that have entered into the CST process, which
22 then enters into our Tier II level.

23 Q. I see.

24 So can we just stop for a minute and -- do you
25 have -- can we use this copy?

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1 A. I've got several of them.

2 Q. Let's use this one as an exhibit, and we can
3 mark that as Exhibit 2.

4 (Exhibit No. 2 was marked for identification.)

5 Q. BY MS. RIESS: And so this document doesn't
6 capture the first tier; it starts with the second tier?

7 A. Correct.

8 Q. And just to be clear, what is the second tier?

9 A. Well, just to finish on the description I was
10 providing previously, so the Tier I provides a base
11 program for everyone.

12 There are some students that will need
13 additional support in addition to that. Not instead of,
14 but in addition to that.

15 Statistically, we find it's roughly 15 percent
16 of kids, or so, may. At least that's the model based
17 upon a medical model, as explained in my previous
18 deposition.

19 And then there is a third tier, as it's called,
20 Tier III, which is additional supports and services for
21 a small group -- a few students, typically, that need
22 even more than, say, the base program, the additional
23 supports. There's another layer of more intensive
24 supports.

25 Q. Okay.

1 A. So to be clear on this document, what you're
2 seeing, then, is once a teacher has worked within that
3 process using the core curriculum evidence-based
4 program, including the kinds of interventions that occur
5 within the classroom, too, which is part of Tier I, once
6 they've utilized that particular process and then make a
7 referral is what will initiate the Tier II process.

8 You're looking at those numbers. That's what
9 this represents. So it's movement from there, upward to
10 Tier II or Tier III.

11 Q. Okay. So when a student progresses from Tier I
12 to Tier II, then they would be captured in the numbers
13 that are presented here?

14 A. Correct.

15 Q. Okay. And -- so you prepared this chart?

16 A. Yes.

17 Q. What did you do to prepare it?

18 A. I utilized two methods of data collection. One
19 of the methods -- I'll start with the most recent
20 method, which is to be able to pull from our student
21 information system what students that have been involved
22 in the SST process -- I say CST/SST, so there's a slash
23 in there -- capturing both together.

24 So when I arrived at Oxnard School District, I
25 began a process to be able -- to electronically be able

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1 to capture when we enter into that process and began
2 using that in 2016, 2017.

3 So those numbers there are reflective of what
4 can be captured through our student information system.

5 Q. Okay. So --

6 A. Unduplicated counts.

7 Q. I'm sorry?

8 A. Unduplicated counts.

9 Q. So when you started at the school district, you
10 initiated a process to keep track electronically of
11 students who are in this SST/CST process?

12 A. Uh-huh.

13 Q. Okay. And how -- that system came online in
14 2016?

15 A. I believe -- yes. That's when I first started
16 asking school site staff then to be able to record
17 information there locally at the school site in regards
18 to the cases that they were receiving on referral.

19 Q. Okay. The cases they were receiving on
20 referral?

21 A. Correct. For Coordination of Services Team,
22 CST. So when I say "referral," that's what I mean.

23 Q. Who were they being referred from or by? Who
24 was referring them?

25 A. The teachers.

1 Q. The teachers. So the teachers would refer a
2 student from the Tier I to the CST?

3 A. Correct.

4 Q. And when you say you were asking the teachers
5 on each site to record referrals, how were they
6 recording them?

7 A. It actually was not teachers that were
8 recording them within our student information system. I
9 worked with district staff that are present at all of
10 our school sites called outreach specialists. You may
11 have heard that term. It's also referred to as ORC,
12 which is based upon their older title of outreach
13 coordinator, who hold, among other job responsibilities,
14 the responsibility of coordination of the process -- the
15 CST/SST process, I should say.

16 And so they would be entering into the system
17 that we had initiated the process.

18 Also, it's possible that a counselor, which we
19 have at all school sites, too, because they are also
20 involved in the CST/SST process -- it's not their
21 primary job responsibility; however, there are some
22 counselors that, for various site-based reasons, are
23 also involved more so, so they could be recording. So
24 between those two staff.

25 Q. Okay.

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1 A. Receiving the referrals, entering into the
2 system a record, you could say.

3 Q. Okay.

4 A. So that's --

5 Q. What does a -- so it's either an outreach
6 specialist or a counselor who is entering information
7 into the system?

8 A. Correct.

9 Q. Does anyone else enter information into the
10 student information system?

11 A. Yes. Many people enter information in the
12 student information system. Largely, clerical staff.

13 In regards to this particular component, I
14 would say exclusively counselors and OCRs, although I
15 suppose it's possible -- I believe there may be one or
16 two administrator entries.

17 For example, if an ORC was out sick, the
18 administrator was carrying the ball, it may be -- may be
19 one or two entries.

20 Q. When you say that -- "this particular
21 component," you're referring to the SST/CST --
22 information related to the SST and CST?

23 A. Yes.

24 Q. Okay.

25 A. Because the student information system has all

1 the information that we have on the children, so it's a
2 lot of information in there.

3 Q. Right. So the information relating to the
4 SST/CST process, that's just one part of the electronic
5 information that the district keeps about students?

6 A. Correct.

7 Q. Okay. And when you say that the outreach
8 specialist or the counselor or maybe an administrator
9 enters a record that the child has moved from Tier I to
10 CST, what does that look like?

11 A. They go into the student information system,
12 and there's a place where they're able to pull from a
13 drop-down menu to input a piece of information or report
14 that says that they'd entered into the CST/SST process
15 or had a CST/SST meeting. So it captures that by date.

16 Q. Okay. And when is the record made? Like, at
17 what point in the process?

18 A. Well, if staff are diligent, then it's shortly
19 after they receive the paper.

20 I think it's -- maybe now would be the time to
21 explain, then, the previous component in regards to the
22 prior years and even going back years prior to my
23 arrival, '13-'14, 14-'15, when we were within more of a
24 paper-based system.

25 So my connection to my statement previously,

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1 you know, when it should be entered, is that outreach
2 specialists manage paper referrals, not electronic
3 referrals, to the Coordination of Services Team.

4 So they receive those papers and they begin the
5 work with the paper sometime within that time frame.

6 Again, if they're diligent about it, they're
7 entering it -- ideally, I'd love if that would happen
8 that day. I'm sure people do their very best to get
9 them in, in a timely way.

10 Q. When you say "paper," what is the paper?

11 A. There's a referral form that I believe we
12 submitted that you may be familiar with that the teacher
13 completes. It has fields for data input, some
14 demographic components, other parts.

15 I'm referring to -- that's what I'm referring
16 to.

17 Q. Okay. And are other -- so there's a paper with
18 various information on it that came out of that first --
19 the Tier I meeting, right?

20 A. No.

21 So within our process, as I explained earlier,
22 teachers within Tier I employ evidence-based practice in
23 reaching all other students within the classroom. They
24 also apply interventions at that level that are more
25 specific to an individual student.

1 If they're getting good results with that and
2 students are making what we would consider fair to good
3 progress, then they continue to do that.

4 If they're not, then that's when it is the
5 teacher would have a level of concern that would cause
6 them to initiate this CST referral.

7 Q. Right.

8 And so I guess my question is: Besides the
9 fact that the referral has been made and the date on
10 which the referral was made, is there any other
11 information that's captured at that point?

12 A. Do you mean electronically?

13 Q. Yes.

14 A. I think the system captures -- not I think. I
15 know the system captures who entered that information
16 by, like, a user ID within the student information
17 system.

18 Q. Okay.

19 A. So everybody that has access to the student
20 information system has a name within the system when
21 they, you know, record.

22 Q. Okay. And in this Tier I process where the
23 teacher is trying different interventions, is there
24 anything electronically recorded about the interventions
25 that the teacher is trying?

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1 A. Electronically, no.

2 Q. Is it captured any other way?

3 A. Within paper, yes.

4 Q. Does that get -- does that become part of the
5 student's record?

6 A. It becomes part of the Tier II CST referral
7 where a teacher, along with the referral cover page, I
8 guess you could say, or the -- you know, what it is that
9 they fill out, so to speak, they also attach, then,
10 their record of those Tier I interventions and the
11 outcomes of those.

12 Q. Okay. So when the teacher refers the student
13 to Tier II, they fill out the referral form, and then
14 they attach any records they've kept of what they've
15 done in Tier I?

16 A. Yes.

17 Q. And what happens to -- so say I wanted to go
18 into the system and, you know, see Joey's case record.
19 Would I be able to access that -- you know, the -- not
20 just the fact that there was a referral from Tier I to
21 Tier II, but the documentation?

22 A. No.

23 Q. And so how would I access that information?

24 A. To access -- so an example of a particular
25 student file?

1 Q. Uh-huh.

2 A. Then it would have to be through paper at the
3 school site.

4 Q. Okay. So the electronic system captures the
5 referral -- the date the referral is made and who
6 entered it?

7 A. Yeah.

8 Q. But not necessarily any of the substance about
9 what caused the referral to happen?

10 A. Correct.

11 Q. Okay. And so going back to this document,
12 total number of students involved in CST/SST process by
13 year, so the -- the numbers that you've provided for
14 2016-'17, 2017-'18, and 2018-'19, those are all based on
15 your student information system?

16 A. Uh-huh.

17 Q. Okay. And --

18 A. Yes. Sorry. I just remembered I need to say
19 yes.

20 Q. And what about the numbers that are from years
21 before that? So for '13-'14, '14-'15, and '15-'16?

22 A. Yes. Previously.

23 So that is from data-reporting from the sites
24 then. That is where the site-based staff will be able
25 to keep their record and then have a summary of that.

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1 So there would be either a spreadsheet or a
2 table that would list the students within the process.

3 In other words, when the referral comes in to
4 the SST coordinator, typically it goes to the ORC. Then
5 they would record that they have received that; and then
6 they would then, you know, put a little bit more
7 information, the student's name, you know, those types
8 of things, student ID number, date of birth, grade
9 level, teacher.

10 So they would be recording that either by
11 hand -- in some cases, I do know going -- well, I should
12 be careful to speak because obviously I wasn't there in
13 '13-'14 and '14-'15. And really I'm speaking of what I
14 know as a principal and how the process used to work; so
15 I probably should, you know, make it very clear that I
16 was not in Oxnard School District in '13-'14 and
17 '14-'15.

18 I know, generally speaking, how the process
19 worked; and I've seen, you know, sort of some evidence,
20 I suppose you could say, kind of people use the
21 electronic system and also paper-based system, too,
22 depending on their technological proficiency with
23 spreadsheets.

24 Q. Okay. And so you've mentioned that they -- it
25 sounds like -- tell me if this characterization is

1 correct.

2 Before you implemented this electronic system
3 in 2016, it sounds like there were various means of
4 recordkeeping, some of which were paper-based, at the
5 different sites in the district, but that after you
6 implemented this system, there is one centralized
7 system; is that correct?

8 A. I would say yes.

9 And also, I think it's important to recognize
10 there's still -- at the school site, there's still very
11 much keeping track of the papers, because it's a system
12 that is a physical -- the teacher puts this in the box.
13 They're still going to be doing what I described to you
14 previously. They're still doing that. The additional
15 component is there's also the reporting within the
16 student information system.

17 Q. I see. So this is an additional reporting
18 process?

19 A. Yeah.

20 Q. Okay. By "this," I mean the electronic
21 reporting in the student information system that --

22 A. It's not something that they had to do
23 previously.

24 Q. They did have to do that previously?

25 A. It's not something they had to do previously.

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1 Q. Oh. It's not something?

2 A. It is not, yeah.

3 Q. Got it.

4 A. So beginning in that time frame.

5 And I don't know the exact date; but I do know
6 that it was, you know, within that time frame after I
7 arrived, within a year.

8 Q. Okay. And apologies for being obtuse. I just
9 want to make sure I clearly understand what you're
10 saying.

11 A. I want to be clear too. So thank you for the
12 clarification.

13 Q. Okay. So we've talked about the information
14 that gets recorded when a child moves -- is referred to
15 the CST process.

16 A. Yes.

17 Q. What other information gets recorded about the
18 SST/CST process in this electronic system?

19 A. In the current electronic system that we have,
20 it's what I described to you already.

21 Q. Okay. So it's just that -- the fact of
22 referral?

23 A. Yes.

24 Q. Okay. So --

25 A. Or a meeting, too.

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however, as it relates to the entry of the CST/SST meeting data, the electronic system is still in the process of being implemented and, as a result, not all CST/SST meeting data is currently in the electronic student information system; nevertheless, the CST/SST meeting data is in the students' paper files.

Q. Okay.

A. So we also log those, too.


Q. Okay. So you log whether a meeting has occurred or not?

A. Yeah.

Q. Okay. So if a child is referred from Tier I to CST, to Tier II, then the fact of the referral is recorded in the system, correct?

A. Yes.

Q. And then if the -- if a -- after the CST meeting is held, then there's an additional record that's created?

A. After the CST meeting is held, yes, they could. They should log that they had that date. 

Let's say a referral comes in on February the 1st and then -- they could log that and then log, "The team met on February the 10th in a CST."

So there could be, say, multiple entries for a single student.

In fact, there are multiple entries on that that record, the initial touch point, you can kind of say, when the referral was made.

Q. Okay.

A. As well as each of the other touch points of the meeting, CST meeting, SST meeting.

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1 Q. Okay. So each time there would be sort of an
2 event in the SST process, or at least a meeting, then,
3 that would be recorded in this system?

4 A. Yes. That's the way that it's designed.

5 Q. Okay. And what information about each meeting
6 is recorded?

7 A. That's all paper-based.

8 So the electronic system is what I described to
9 you that just captures, you could say, a touch point on
10 there, is what it is, to know that we've had that event
11 with a student. Everything else pertinent to the case
12 is contained within the school-based paper files.

13 Q. Got it.

14 Okay. So the student might have an entry in
15 their record which says that they were referred on
16 February 1st and then another entry which says that a
17 CST meeting was held on whatever, February 10th, and
18 then another entry if another meeting was held
19 subsequently down the line; then that would include the
20 date of that meeting and the type of meeting; is that
21 accurate?

22 A. Yes.

23 In regards to type, we have, together within
24 the drop-down, both CST/SST. So our current system does
25 not differentiate between which one it may be.

1 Q. Okay.

2 A. So understanding there is a difference between
3 the two, but within the system they're not separate
4 drop-down options.

5 So there's not a drop-down option for just CST
6 or just SST. It's CST/SST, like it's written there.

7 Q. Okay. And what are the other drop-down
8 options?

9 A. So I mentioned that it can be used by
10 counselors too. And so counselors may input in there
11 that they worked with an individual student or with the
12 student within a group.

13 Outreach specialists are also responsible for
14 other areas, attendance, and some of your basic needs.

15 They conduct a needs assessment with a family,
16 so they may log that in there. Or they find if the
17 family has adequate food, clothing, and shelter
18 resources.

19 They'd log when there may be a referral for
20 health services, whether it be medical, dental, or
21 behavioral health.

22 They'd log if they are providing referrals for
23 some of the resources of various things, including --
24 you know, we have a number of children that are
25 identified as McKinney/Vento, M-c capital

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1 K-i-n-n-e-y/V-e-n-t-o, which are students that are in
2 the category of experiencing homelessness.

3 So we have at this point in time -- and it
4 fluctuates from day-to-day, but we have over 600
5 students within that category that don't have fixed,
6 adequate, or stable housing.

7 So the things that they do to support that
8 group can be logged, where they're going into the system
9 to record that they've provided those supports.

10 Q. Okay. Does it include just that they are
11 designated as falling into that category, or is
12 additional information included?

13 A. Do you mean in terms of somebody being
14 designated as experiencing homelessness?
15 McKinney/Vento?

16 Q. Uh-huh.

17 A. That's captured in another place.

18 I'm just saying that those particular
19 students -- well, I'll give you an example. So we may
20 be entering -- when we enter a McKinney/Vento student
21 into one of our programs that provides food for the
22 weekend -- so we send out roughly 350 backpacks full of
23 food for the weekend.

24 So when we enter them into that particular
25 component, we can make an entry into the system, the

1 same system I've been describing to you, that we sort of
2 initiated that.

3 You see what I mean?

4 Q. That you initiated their participation in that
5 particular program?

6 A. Correct, that particular program, which we call
7 it the backpack program.

8 Q. Okay. So there would be sort of a drop-down
9 for --

10 A. Well, it doesn't exactly say backpack. It says
11 resources --

12 (Stenographer interruption.)

13 Q. BY MS. RIESS: Let me see.

14 So this chart that you've created, it reflects
15 the total number of students who have -- for each year,
16 during each year received -- let me back up.

17 What do -- what does each column here mean in
18 this chart?

19 A. So going back historically for a year, it is
20 the number of students at a particular school.

21 For example, just to take the top school,
22 Brekke, alphabetically, there were 99 students that
23 particular year that were involved in the CST/SST
24 process. '14-'15, it was a hundred. '15-'16, 112.

25 That information comes from site-based

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1 reporting through the system -- the paper-based system I
2 described to you.

3 Onward after that, then, recognize they still
4 keep track of information at the school site, but I'm
5 then able from '16-'17 on to more so rely upon the
6 student information system.

7 Q. Okay. And so this number includes any students
8 who had any involvement in this CST/SST process?

9 A. At a Tier II or III level.

10 Again, to be clear, not at the Tier I level,
11 which -- that is part of our process, and it's the part
12 that happens within the life of the classroom that is a
13 normal part of a teacher's day in responding to
14 students.

15 Again, different students have different needs,
16 and the teacher can vary their instructional practice
17 within that Tier I to provide them support.

18 So that is part of our model, just to be real
19 clear on that.

20 Q. So this just captures students who participated
21 in Tiers II or III?

22 A. Correct.

23 Q. And from year to year, this might include the
24 same students, some of the -- there might be overlap in
25 terms of the students who are covered by these numbers?

1 A. Yes. It could be.

2 Q. Okay. Is there any way, using this electronic
3 tracking system, to see how long a student has been in
4 the tier -- in the SST process?

5 A. In the way -- the answer is -- there is a way.
6 The short answer is yes. I can elaborate.

7 Q. Please do.

8 A. But it -- because our data-recording, you know,
9 is data input into the system; and to get that out,
10 it's -- a report is generated.

11 And it's data that's put into an Excel
12 spreadsheet. So if you wanted to glean information from
13 that, you have to be able to manipulate a spreadsheet.
14 You have to -- for example, if you want an unduplicated
15 count, you have to remove duplicates from it.

16 If you wanted to look at a particular student,
17 you could, you know, ascertain within that school year,
18 and then you would have to -- if you were comparing from
19 year to year one particular student, you would have to
20 do some different data analysis to -- you know, this
21 student in '17-'18 and also '16-'17.

22 I'm sure you could do some data analysis on it,
23 but it would just involve some work.

24 Q. Okay. Have you ever done that before?

25 A. In a comparison, year to year, no.

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1 Q. So looking at the overall numbers of students
2 within the district, kind of -- if you wanted to pull
3 the average length of time that they spent in an SST
4 program, would you be able to do that using your
5 database?

6 A. I would think that I would. I would think that
7 I could -- it would just take work to go into query -- I
8 don't know query is the right word for it. But to
9 analyze the data in that particular way.

10 Q. Okay. But you could do that?

11 A. I believe so.

12 Q. Okay.

13 A. I believe so. It's just not something I've
14 done.

15 But just kind of knowing what I know about the
16 data and about spreadsheets and dates being recorded,
17 whether it's an -- individually counting, which you
18 don't really want to do with large data sets -- or I
19 could manipulate the various columns and sort and filter
20 and do all that stuff.

21 I'm just thinking how would I go about doing
22 that, I guess, is what I'm saying.

23 Q. Okay.

24 A. I'm reasonably proficient with Excel, but I'm
25 sure I still have a lot to learn.

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1 Q. It's a powerful program. We all have a lot to
2 learn.

3 A. Yeah.

4 Q. Going back to this chart, there are some cells
5 here that have an asterisk, and it says, "No data
6 available." Can you elaborate on what that means?

7 A. So that means the data is not available. We
8 weren't able to glean that for, I suppose, various
9 reasons.

10 The site didn't have those records available to
11 us, I think largely related to recordkeeping and
12 personnel and whether they had consistent personnel at
13 the school site. Consistent practice, so --

14 Q. So the recordkeeping practices vary from site
15 to site?

16 A. Well, I don't know that I would say that.

17 I suppose, looking back historically, in places
18 where you don't have a record, you would want to say
19 we'd want to have that record, and they're -- upon
20 examination, we can discover exactly why that is.

21 I'm only speaking in a general way, knowing
22 that there have been changes in staff or staff out. I'm
23 aware of places where there's been long-term outage of
24 staff who are important for this process where we would
25 want there, obviously, to be better recordkeeping; but

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1 for whatever the reason, it's not there.

2 Q. Okay. Does this -- does this student
3 information system track or include information about
4 whether a student has been designated as an English
5 language learner?

6 A. That information is within our student
7 information system. To be able to -- how would I say?

8 Well, maybe I'll put it in this particular way:
9 So when I have to get that information from the system,
10 I have to run a report and I have to query the system.
11 That information doesn't come back within that query,
12 but that doesn't mean that I couldn't make that
13 information available through merging through an
14 Access -- through the Access program, Microsoft Access.

15 You get a common student identification number,
16 and you can meld together information from this report
17 along with other demographic factors. So it's possible
18 to do it. It just doesn't come from the report that is
19 established within that system.

20 Q. Okay.

21 A. Does that make sense?

22 Q. So it's possible to get the information about
23 whether a student who is in the SST process has also
24 been designated as an English language learner?

25 A. It is.

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1 Q. But it is more difficult to get the system to
2 spit out a report of, say, all the students in the SST
3 process who are English language learners?

4 A. It takes an extra step.

5 Q. Okay.

6 A. And you have to know how to do it.

7 Q. But it's possible?

8 A. Yes.

9 Q. Okay. Is there anywhere electronically where
10 information is saved about what interventions have been
11 tried with respect to a student?

12 A. Are you speaking just of our student
13 information system or just this little component that
14 I've described to you where we're logging in a visit as
15 a point of contact or a touch point, as I refer to it?

16 Q. I'm speaking of -- in general, does Oxnard
17 School District maintain an electronic record of
18 interventions that have been applied for a particular
19 student?

20 A. Well, within our core curriculum, we have some
21 electronic components, such as what's called Star 360
22 math, Star 360 language arts.

23 There are other intervention-type programs that
24 have an electronic component to them that I'm aware of,
25 that I know exist; however, the use of those systems and

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1 the oversight for them are within another department.
2 It resides within curriculum and instruction. And
3 assessment is also lumped in there.

4 So I just want to be clear that that's outside
5 of my job domain, and it falls within the domain of
6 another director.

7 Q. Okay. So in terms of recordkeeping regarding
8 the SST process, there isn't anywhere where the -- where
9 there's a record kept of which interventions were tried
10 as part of the SST process?

11 A. I'm not sure that's fair to say.

12 I believe I can give an example whereby --
13 let's say that the teacher is working with an individual
14 student at a Tier I level and noticing that a youngster
15 needs additional support within Tier I, kind of apply
16 those, something just as simple as some extra practice
17 or something like that, a more focused practice on a
18 particular skill set. Then within our curriculum,
19 within the electronic system, there's an ability to be
20 able to allow the student to have that additional
21 practice, which gets recorded within that -- it's a
22 proprietary system. It's not our student information
23 system.

24 Q. Is it software?

25 A. I guess you'd call it web-based software in the

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1 sense that, you know, school districts contract with
2 various agencies that have curriculum and intervention
3 systems built together within it.

4 Again, I'm not the expert on those. I know it
5 in some ways because we all work together as a team, but
6 I don't know all the details on it.

7 But as -- if I can extend my example. Then
8 that record of that student's work within, let's say --
9 let's take as an example, Star 360 math. Something very
10 simple. A student just needed additional practice with
11 multiplication facts.

12 Then that information would be contained within
13 the electronic system and could be and should be part
14 of -- let's say the youngster, then, was continuing to
15 struggle in math and wasn't making fair or good
16 progress, meaningful progress, towards the math goals,
17 then when the CST referral is made, then that report
18 from that system, Star 360 math, could be then attached
19 as part of, okay, here's what it is, along with that
20 Tier I intervention form that I mentioned earlier.
21 Those could come together.

22 Here's a little bit more information. I do
23 know that those systems can provide some nice data
24 reports, such as graphs, to show a rate of progress for
25 a youngster over a period of time and whatnot.

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1 Q. Okay.

2 A. So then that's how -- that's how it is -- that
3 information could become, in paper record, because again
4 it's part of that CST referral. It'd be part of the
5 CST/SST documentation.

6 Q. Okay. So a record of that particular
7 intervention would, then, be included in the student's
8 file?

9 A. Exactly.

10 Q. Okay. Is there anywhere that, you know, if an
11 intervention is tried, then the outcome of that
12 intervention is tracked?

13 A. Yes.

14 Q. Okay. Can you describe --

15 A. Elaborate?

16 Q. Can you describe that, please?

17 A. Within our process on -- by "process," I --
18 yes, it's a process and also -- but I'm referring to
19 some specific paperwork now that we've submitted to you
20 that may be familiar with it, some level where within
21 each step of the process -- and the paperwork, it's
22 reflected there -- that there's a place to put the
23 expected outcome and then the actual outcome.

24 And so when I describe that Tier I intervention
25 form from the teacher, what is on that initially is a

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1 place for the teacher to select the target area and to
2 describe the intervention or interventions supplied and
3 then what would be the expected outcome.

4 So obviously, there's a measure to be applied.
5 And then there's a place for the actual outcome to be
6 recorded. That same process is reflected at each of the
7 tiers.

8 Q. Okay. Right. I'm familiar with that.

9 But that -- that information stays on the paper
10 forms; is that correct?

11 A. Yes.

12 Q. It doesn't get captured electronically?

13 A. You are correct.

14 Q. Is information preserved in this electronic
15 student information system about who participated in
16 these different meetings that are held?

17 So for a student who had a CST meeting, does
18 the system capture who attended that meeting?

19 A. No.

20 Q. Okay.

21 A. That's all on paper.

22 Q. And does the system track if the student was
23 referred for a special education assessment?

24 A. That particular system, no.

25 Q. Okay.

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1 A. That happens within a different system; and
2 that's then moving into a different department, a
3 different domain.

4 Q. Okay. And what is that other system where it
5 is -- where that information is preserved?

6 A. Well, it's through special education.

7 There is software. You may be familiar with
8 **SIRAS** Cirrus and CASEMIS. I am no expert on either one of
9 those because they are outside of my particular domain,
10 with a caveat that I'm learning Cirrus because our **SIRAS**
11 intention is to move into the use of Cirrus to record **SIRAS**
12 both our 504 and SST documentation. So, ultimately,
13 that is our goal.

14 The vendor has made that option very recently
15 for people to be able to do, and we're moving into that
16 domain.

17 Q. Okay.

18 A. Being at least the first in the county to be
19 able to do that, to use it in that particular way.

20 Q. Okay. So the goal is to use Cirrus to capture **SIRAS**
21 information about people involved in the 504 process as
22 well as the SST process?

23 A. Yes.

24 Q. Okay.

25 A. And I've been involved in that work.

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1 Q. You have --

2 A. That work, I do know about.

3 Q. You do know about?

4 A. Yeah. I do know about sort of the setting it
5 up kind of component.

6 Q. Okay. And what is involved in setting it up?

7 A. Well --

8 MR. ERKEL: The transition?

9 THE WITNESS: I guess I'm being a little bit
10 more tech- --

11 MR. ERKEL: I'm trying to figure out where -- I
12 do have a question where we're going. We've certainly
13 gone far afield from the deposition notice. But are we
14 talking about how to set up the merging of the systems
15 ^{SIRAS} into Cirrus? Is that the question?

16 THE WITNESS: No. It's not a merging. It's
17 more --

18 MR. ERKEL: Transitioning?

19 THE WITNESS: No. How are documents -- the
20 main part is how are documents within the system so that
21 you can go in, electronically open it up, and there's
22 our document itself, electronically, and then --

23 Q. BY MS. RIESS: When you say "our document,"
24 what do you mean?

25 A. The CST/SST document, the ones that --

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1 Q. The forms that are currently paper?

2 A. Right.

3 That would be then translated or created --
4 ~~SIRAS~~
5 electronic form within Cirrus, which then have fields
6 that can be queried.

6 Q. Okay.

7 A. So that, in short -- I kind of want you to have
8 an understanding of, you know, our work up to this
9 point.

10 Q. Okay. So, Chris, I'm going to represent to you
11 that the district has provided us with some numbers of
12 students who have been assessed for special education
13 for the past few academic years.

14 If you were called upon to gather that data,
15 what information -- you know, what system would you use
16 to gather that?

17 MR. ERKEL: Wait a second. What does that have
18 to do with this deposition?

19 MS. RIESS: This deposition --

20 MR. ERKEL: If you're going to just take a few
21 minutes, I'll let it go; but if we are getting into an
22 analysis of -- hold on. Let me get the right number --
23 -- three, four --

24 MS. RIESS: There's information that the
25 district produced which has to do with a number of

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1 students who are referred for special education
2 assessments via the COST and SST process, which is, I
3 believe, quite squarely within the topics that Chris has
4 been designated for.

5 MR. ERKEL: No. He's been designated to talk
6 about numbers of students in the process. He's been
7 designated to talk about systems or methods to track the
8 number of students, but he hasn't been designated to
9 track the number of students in special ed. I think
10 that's seven. That's Number 7, and we've already had
11 that deposition. That was Miss Poole.

12 MS. RIESS: Well, I just want -- I'm trying
13 to -- my -- the purpose of this deposition is to
14 understand any systems or methods for tracking students
15 who are in SST and CST.

16 Q. BY MS. RIESS: And my question is -- the
17 district has produced information about students who are
18 referred from CST/SST -- referred for special education
19 from the -- from the SST process.

20 And so I just wanted to find out, does the
21 student information system that we've been discussing
22 include information that would allow one to determine
23 how many students have been referred, or is that a
24 different system?

25 A. Well, that information doesn't come from me or

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1 my department.

2 Q. Okay.

3 A. So that's within special education.

4 And to my knowledge, that information is
5 contained within their systems, CASEMIS and Cirrus, and
6 is managed by their staff.

7 Q. So, to your knowledge, that -- those numbers
8 must come from -- from Cirrus, from a separate
9 information system?

10 A. I don't know enough about their exact system to
11 even speak about their internal process, I guess is what
12 I'm thinking. It's not something that I do.

13 I mean, I know those people, but --

14 MR. ERKEL: We've had this deposition. That's
15 the reason -- we're not designating him. The difficulty
16 is we've designated him to talk about certain subjects.
17 He's speaking for the district on those certain
18 subjects.

19 When you leave those subjects, I want to make
20 it clear we're not designating him on these subjects
21 that you're asking questions about.

22 I mean, again, if it's a few minutes, you can
23 ask him, but he's not the district's designee on
24 Category 7. That was Miss Poole.

25 MS. RIESS: I hear what you're saying, Al,

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1 okay. I'm just -- we're here to talk about any computer
2 or software systems that the district uses to track
3 students who are in the SST process.

4 MR. ERKEL: That's fine.

5 Q. BY MS. RIESS: So my question is: Does that
6 system allow you to determine whether a student has been
7 referred for a special education assessment?

8 A. Which system?

9 Q. The system that is used to track the number of
10 students in the SST process.

11 A. So to be clear, we've talked about where these
12 numbers came from and then talked about both paper-based
13 recording and also our student information system that
14 captures that information too.

15 Q. Right.

16 A. That is where I can collect information, or
17 access information, for CST/SST Tier II and III.

18 That's separate. There's nothing within that
19 system that says -- well, I suppose you could, say, go
20 look at the file. But there's not an electronic -- in
21 our student information system, there's not an
22 electronic button or tab where it says, referred for
23 special education services, not within our student
24 information system.

25 Q. Okay. So --

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1 A. Is that what you're asking?

2 Q. There's nothing within the student information
3 system that captures information about students in the
4 SST process that would also capture whether the student
5 has been referred for special education assessment?

6 A. Correct.

7 Q. Okay. Thank you for that clarification.

8 In terms of maintaining these records, we
9 talked about a couple of different types of people who
10 put the information in. The outreach coordinators, the
11 counselors, and sometimes the administrators.

12 Do they receive training on how to use the
13 system?

14 A. Are you talking about the student information
15 system?

16 Q. Yes.

17 A. Yes.

18 Q. What kind of training do they receive?

19 A. In a meeting where we covered that topic.

20 Q. Okay. Who provides the training?

21 A. I would, on that.

22 Q. What would be covered in that training?

23 A. Well, the -- if you are speaking specifically
24 of the electronic system --

25 Q. Yes.

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1 A. Just to be clear on that.

2 That is a relatively small component. You
3 know, as I described it earlier, touch point or -- you
4 know --

5 Q. Right.

6 A. -- date and whatnot. There's not a lot of
7 complexity in that. It's being able to literally show
8 that to people.

9 We have discussion about what the data
10 drop-down fields are and how we're capturing that data
11 and reporting it back. So it's a relatively simple
12 process to enter a couple of drop-down fields.

13 Q. Okay.

14 A. So I can show them, I guess the short answer,
15 if that's what you mean.

16 Q. So you demonstrate how to do it?

17 A. Correct. On a screen.

18 Q. Okay. Is there any documentation of the -- if
19 the district has a policy where the -- as part of their
20 role, the outreach specialist or the counselor or the
21 administrator in -- maintains these records?

22 A. I know that within the job roles and
23 responsibility description for outreach specialist that
24 there is a responsibility related to CST and SST. I'm
25 uncertain if it says maintenance of records. You would

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1 have to look.

2 Q. Okay. So you're not sure?

3 A. Correct.

4 Q. Okay. And who can access the student
5 information system?

6 A. District staff have access to it.

7 Q. Okay. So that's teachers, principals,
8 counselors?

9 A. Correct.

10 Q. Is reviewing information that is held within
11 the system part of the SST process?

12 A. So to answer it this way, I -- for example,
13 part of when we enter the SST process in the Tier II
14 referral is that we do want to look at attendance.
15 Attendance may be a concern. There may be a correlation
16 between a student that is struggling in school and poor
17 attendance. There could be other factors.

18 So attendance information is contained within
19 the system, and that would be reported back as part of
20 the CST referral.

21 Health information, because, again, it could be
22 the nexus of health, attendance with struggling.

23 Behavior, again, because there could be, you
24 know, some -- I don't know if comorbidity is the word or
25 not. But this idea when, you know, the student is

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1 struggling academically, there may be other factors at
2 play, other manifestation of behaviors.

3 So all that information is contained within the
4 student information system, and we're able to access
5 that within the referral process --

6 Q. Okay.

7 A. -- to create a printout.

8 Q. So a printout is created of all of the
9 different sources of information about a student?

10 A. And add to that, grades, assignments, test
11 scores. So there is a profile page. There's additional
12 layers of information, but you can print a profile page
13 that has all of those factors that range all the way
14 from attendance, academics, behavior, health, all the
15 grades, even assignments.

16 Q. And is that included -- is reviewing that
17 information part of the SST process?

18 A. Yes.

19 Q. And all of that information can also be
20 accessed through the system?

21 A. Yes.

22 Q. Okay. Does anyone -- so at these meetings, the
23 participants in the meeting, they fill out a form,
24 right?

25 A. The participants in the meeting? Which

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1 meeting?

2 Q. If there's a Tier II or a Tier III meeting --

3 A. Okay.

4 Q. -- a form -- there's a form that gets created,
5 right?

6 A. Yes.

7 Q. And that form includes various information
8 about what was discussed at the meeting, right?

9 A. Yes.

10 Q. Does anyone who did not attend the meeting
11 review the -- that form?

12 A. Yes. So, for example, within our CST process,
13 there are certain -- as you may have seen in documents
14 we've provided, certain required members and certain
15 members that may or may not attend depending.

16 We ideally would love to have everybody all the
17 time --

18 Q. Right.

19 A. -- at all meetings; however, our process allows
20 for, for example, a teacher not to be present at a CST
21 meeting. And a meeting could be held where, for
22 example, the outreach specialist says, "I'm going to
23 follow up on the attendance components." The counselor
24 would say, "I'm going to follow up on the behavior
25 component." And administrator says, "Well, I'll follow

1 up on this particular academic component."

2 I'll go back to the teacher and communicate
3 what it is that we discussed and then guide the teacher
4 through the next step in the process.

5 Q. Okay.

6 A. So the teacher would then see that document, I
7 think is what you're asking.

8 Q. So the teacher would see the document that came
9 out of the -- that review?

10 A. At that level.

11 Q. Okay. If a student moved from elementary
12 school to middle school or transferred schools, is there
13 a way for the teachers -- you know, the people who are
14 supporting that student at the new school, to access
15 documentation of what had occurred for that student at
16 the previous school?

17 A. Yes. Absolutely.

18 Q. Can you describe how that works?

19 A. Yes. So we hold a special meeting at the end
20 of the year with counselors and outreach specialists
21 together when we're looking to matriculate our fifth
22 graders into the sixth grade for middle school.

23 Keep in mind that we do have K-8 schools too.

24 But as we're matriculating those youngsters
25 from fifth to sixth grade, then we sit down and meet

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1 with the team from the K-5 school, the team from the
2 middle school -- by "team," I mean counselor and ORC.
3 We come with a list of students that have been within
4 the SST process, and then we communicate those
5 particular names.

6 So at that point in time, we can provide files.
7 All the paperwork that is contained within the CST/SST
8 process is put into the student's cumulative file from
9 the K-5 school when it is transferred to the middle
10 school.

11 We have a checklist to ensure that that
12 paperwork is taken or, you know, pulled and put into
13 that file to make sure that the paperwork is there so
14 that the receiving school will have that information,
15 and then the people that are at the receiving school
16 have been notified this child, this child, and this
17 child. So we have a process for that.

18 Q. Okay. And similarly, from year to year, if a
19 student moves from sixth to seventh grade, for example,
20 and has been in the SST process, are there protocols
21 about what the new teacher is supposed to do in terms of
22 reviewing the student's files and records?

23 A. Yes.

24 And so the beginning of the year is the time
25 where we don't typically have a lot of quote/unquote

1 referrals, and so that's the time of the year where our
2 site-based staff -- again, we are fortunate that we have
3 our counselors and ORCs, so I will salute their work. I
4 value them -- be able then to say, "Okay. We have these
5 youngsters" -- give an example, sixth, seventh grade --
6 "We had these kids in sixth grade that have these
7 SST" -- "CST/SST meetings and interventions. I'm going
8 to communicate those to the receiving teacher for this
9 year. Be aware, this youngster just got glasses. Make
10 sure that they wear them, make sure they're sitting
11 close to the ^{board} room (sic)" -- I'm going on too much here.
12 But anyway, the short answer is yes.

13 Q. The information is conveyed?

14 A. Yes. I got a little excited there.

15 MR. ERKEL: Is this a good time for a break?

16 MS. RIESS: Yeah. We've been going for over an
17 hour.

18 MR. ERKEL: How much longer do you think you
19 have?

20 MS. RIESS: Not too much longer. I think we're
21 pretty close.

22 (Brief break.)

23 MS. RIESS: We're back.

24 Q. BY MS. RIESS: Take a look at this document. I
25 guess we'll mark it Exhibit 3.

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1 Here's a copy for you.

2 MR. ERKEL: Thanks.

3 (Exhibit No. 3 was marked for identification.)

4 THE WITNESS: Since I didn't produce this, I
5 wanted to -- okay. I've reviewed it.

6 Q. BY MS. RIESS: Have you seen this document
7 before?

8 A. Not that I recall.

9 Q. Okay. So you've never seen this document?

10 A. Not that I recall.

11 Q. Okay. Do you have any idea what it is?

12 A. It's a PowerPoint training for CST/SST
13 Revisited, slides from it.

14 Q. Okay. If you haven't -- if you're not familiar
15 with it, I have no further questions on that.

16 A. Okay.

17 Q. This is marked as Exhibit 4, Oxnard School
18 District Tier III Student Success Team Meeting Summary.
19 I'll give you a minute to look through it.

20 A. Yes, please.

21 (Exhibit No. 4 was marked for identification.)

22 THE WITNESS: I've finished reviewing it.

23 Q. BY MS. RIESS: Okay. So this document is a
24 kind of form, right?

25 A. Yes. An example of one.

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1 Q. It's an example of a form.

2 A. That's used.

3 Q. Why don't you describe what this document is an
4 example of?

5 A. It seems to be a record of an initial SST
6 meeting for a sixth grade student at Chavez School.

7 Q. And so would this document have been created
8 during an SST meeting?

9 A. Well, our directions, as you can see reflected,
10 is that some of the documents, per se, can and should be
11 completed in advance -- you know, inputting information
12 can be done in advance -- so that the -- when the team
13 convenes, they are not focused upon just someone typing.

14 Q. Right.

15 A. They review it.

16 Q. They review the information?

17 A. But the data input doesn't have to happen just
18 right then and there.

19 Q. Okay. And so some of the data input occurs
20 before the meeting?

21 A. Correct.

22 Q. Who typically does that?

23 A. Typically the ORC.

24 Q. And what is the source of the information that
25 they use to fill in the form?

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1 A. It will come from the referral packet as well
2 as potentially what maybe is contained within the
3 student information system --

4 Q. Okay.

5 A. -- and other places.

6 For example, if there's -- as I mentioned
7 earlier, Star 360 math or reading, that could be
8 information that could be attached like I was describing
9 previously.

10 Q. That could be attached to the paper referral
11 form?

12 A. Yeah. Initially when it came.

13 Q. Okay. Is the information that is contained
14 within this form captured electronically in the student
15 information system?

16 A. No.

17 Q. Is it captured anywhere other than on this
18 form?

19 A. Well, this is, you know, a printout of an
20 electronic document. Somebody would have, could have
21 saved this document electronically.

22 Could have -- I'm just speculating here --
23 printed it out to put into the cume (ph) file to put
24 into the ORC's file. So I mean, there's -- it came from
25 an electronic document. I don't know if that's what

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1 you're getting at.

2 Q. Right.

3 They used an electronic document to create
4 this; it wasn't somebody --

5 A. Correct.

6 Q. -- writing it out by hand except for there are
7 certain handwritten notes on it?

8 A. Right. They took the template; they input the
9 information in the fields.

10 Q. But in terms of the information that is in this
11 form being preserved in a database somewhere, does that
12 happen?

13 A. No.

14 Q. Okay.

15 A. That is our goal. That gets back to **SIRAS** Cirrus.

16 Q. Okay. So all of the schools within your
17 district use this form?

18 A. Yes.

19 MS. RIESS: Okay. I think that's all the
20 questions that I have this morning.

21 MR. ERKEL: Great. I'll take a copy.

22 STENOGRAPHIC REPORTER: Okay. Thank you very
23 much.

24 (At 11:20 a.m., the deposition was concluded.)

25

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DECLARATION

I hereby declare I am the deponent in the within matter; that I have read the foregoing proceedings and know the contents thereof, and I declare that the same is true of my knowledge except as to the matters which are therein stated upon my information or belief, and as to those matters, I believe it to be true.

That prior to completion of the foregoing deposition, review of the transcript was not requested.

I declare under the penalties of perjury of the State of California that the foregoing is true and correct.

Executed on the 4th day of March, 2020, at
Oxnard, California.


MICHAEL RIDGE

Michael C. Ridge

January 22, 2020

1 STATE OF CALIFORNIA)
) ss.
2 COUNTY OF VENTURA)

3 I, Melina C. Homan, a Certified Shorthand
4 Reporter, do hereby certify;

5 That prior to being examined, the witness
6 named in the foregoing proceedings was by me duly sworn
7 to testify the truth, the whole truth and nothing but
8 the truth;

9 That said proceedings were taken before me
10 at the time and place therein set forth and were taken
11 down by me in shorthand and thereafter transcribed into
12 typewriting under my direction and supervision;

13 I further certify that I am neither counsel
14 for, nor related to, any party to said action, nor in
15 anyway interested in the outcome thereof.

16 That prior to the completion of the foregoing
17 deposition, review of the transcript was not requested.

18 In witness whereof, I have hereunto
19 subscribed my name.

20
21 Dated:

22
23 Melina C. Homan, CSR No. 12028

24 The dismantling, unsealing, or unbinding of the
25 original transcript will render the Reporter's
Certificate null and void.

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ERRATA SHEET

If any corrections to your deposition are necessary,
indicate them on this sheet, giving the change, page
number, line number and reason for change.

PAGE LINE FROM TO

54 11 room board

Reason clarification

58 15 Cirrus SIRAS

Reason corrected spelling

Reason

Reason

Reason

Reason

Reason

Reason

Reason

m c j 3-4-2020
Signature of Deponent Date

Michael C. Ridge

January 22, 2020

ERRATA SHEET

If any corrections to your deposition are necessary, indicate them on this sheet, giving the change, page number, line number and reason for change.

| PAGE | LINE | FROM | TO |
|------|------|------|----------|
| 26 | 14 | | See text |

Reason clarification

| | | | |
|----|---|--------|-------|
| 41 | 8 | Cirrus | SIRAS |
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Reason corrected spelling

| | | | |
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| 41 | 10 | Cirrus | SIRAS |
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| 41 | 11 | Cirrus | SIRAS |
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| 41 | 20 | Cirrus | SIRAS |
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| 42 | 15 | Cirrus | SIRAS |
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| 43 | 4 | Cirrus | SIRAS |
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| 45 | 5 | Cirrus | SIRAS |
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Reason corrected spelling

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|----|---|--------|-------|
| 45 | 8 | Cirrus | SIRAS |
|----|---|--------|-------|

Reason corrected spelling

Signature of Deponent

3-4-2020
Date

62
81

Exhibit WW

**CALIFORNIA DEPARTMENT OF EDUCATION
Investigation Report
Case S-0730-17/18**

| | |
|---|---|
| Public Agency Lisa Andrew, Superintendent Hollister Elementary School District 2690 Cienega Road Hollister, CA 95023 | Complainant Bridget Claycomb 1330 Broadway, Suite 500 Oakland, CA 94612 |
| Special Education Director Richard Lust, Director, Special Education Hollister Elementary School District | Attorney Bridget Claycomb |
| Special Education Local Plan Area (SELPA) Christine Lompa, Director San Benito County SELPA 460 Fifth Street Hollister, CA 95023 | Student Various |
| Complaint Received February 23, 2018 | Report Mailed March 23, 2018 |

INVESTIGATION PROCEDURES

The investigation and conclusions are based on the investigator's review of materials and documents provided by the Complainant and the District, as well as telephone contacts with the Complainant on March 1, 2018, and the District on February 28 and March 1 and 16, 2018, and e-mail communication with the District on March 16 and 19, 2018.

SUMMARY OF THE ALLEGATION

The Complainant alleges the District failed to systematically seek out all individuals with exceptional needs, in violation of California *Education Code (EC)* Section 56300, when the District failed to assess the student and required the student success team (SST) process be followed to determine if special education assessment was needed.

APPLICABLE CITATION

EC Section 56300 requires, "A local educational agency shall actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in [SELPA] or a county office of education."

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ADDITIONAL APPLICABLE CITATION

Code of Federal Regulations, Title 34 (34 *CFR*) Section 300.301(c)(1) requires, "Procedures for initial evaluation. The initial evaluation – (1)(i) Must be conducted within 60 days of receiving parental consent for the evaluation . . ."

FINDINGS OF FACT

1. The District's policy for initial referrals for special education assessment includes the SST process. Through the SST process, after three SSTs and data collection, the SST can recommend a referral for special education services. If a parent requests that their child be evaluated for special education services, the District will respond in 15 days to the parent request for assessment. When a parent requests a special education assessment the request is forwarded to the coordinator assigned to the school. School site staff are to expeditiously initiate the SST process. In collaboration with the findings of the SST, the school psychologist and other specialists, it will be determined if the special education assessment will be initiated. Evidence for this finding is based on the District's September 2017, Initial Referral for Special Education Assessment policy and the District's March 15, 2018, response to the complaint.
2. The District's policy for referrals for related services for speech state that if a student does not currently receive individualized education program (IEP) services, and a speech referral is made, the SST process must be utilized prior to referral for assessment. Evidence for this finding is based on the District's September 2017, Initial Referral for Special Education Assessment policy.
3. The California Department of Education (CDE) randomly interviewed 21 parents from eight District schools, and confirmed that the parents had requested special education assessment for their children and were denied because the SST process had not been utilized. Evidence for this finding is based on telephone calls to parents on March 16, 19, and 20, 2018.

CONCLUSION

The District failed to meet the requirements of *EC* Section 56300 and 34 *CFR* Section 300.301(c)(1). The District denied parents' requests for special education assessment because the SST process had not been utilized. The SST process is not required prior to special education assessment of a student. Furthermore, the District's policy for initial referrals for special education requires an unnecessary requirement in the identification of students who may be eligible for special education. **The District is out of compliance.**

REQUIRED CORRECTIVE ACTIONS

1. On or before June 1, 2018, the District shall provide evidence that a parent training has been provided by an independent agency not affiliated with the District, regarding referrals for special education assessments as required by *EC* Section 56300 and 34 *CFR* Section 300.301(c)(1). The District shall schedule the training in the evening; provide translation services to parents as required by *EC* Section 48985; provide letters and/or flyers to all parents and guardians, District English Learner Advisory Committee (DELAC) members, and Migrant Parent Advisory Council (PAC) members regarding the training at least two weeks in advance of the training; and memorialize the training in video format to make it available to parents in the future. Acceptable evidence should include the letters, flyers and sign-in sheets, including the school name and the participants' role.
2. On or before June 30, 2018, the District superintendent or a designee shall present a copy of this report to the District School Board. The superintendent shall summarize to the Board the report findings, issues of non-compliance found and corrective actions, and introduce a copy of the report into the School Board record. Acceptable evidence should be a copy of the Board agenda item and minutes from the meeting that reflect that the District superintendent or designee presented a copy of this report to the School Board.
3. On or before June 30, 2018, the District shall provide evidence that a training has been provided by an independent agency, not affiliated with the District, which specializes in special education training to school districts, regarding the implementation of *EC* Section 56300 and the findings of non-compliance in this case. Required attendees shall include all District general education and special education staff members and administrators responsible for implementing *EC* Section 56300 and 34 *CFR* Section 300.301(c)(1). Acceptable evidence should include rosters of staff for each District school, a copy of the dated training agenda reflecting the requirements above, including a sign-in sheet with the names, titles, and signatures of the participants, and the name of the individual and organization, who provided the training.
4. On or before September 10, 2018, the District shall coordinate and facilitate a parent training at each of its schools, regarding referrals for special education assessments as required by *EC* Section 56300 and 34 *CFR* Section 300.301(c)(1). The District shall provide letters and/or flyers to all parents and guardians, DELAC members, and Migrant PAC members two weeks prior to the training. The training shall include translators and the memorialized video presentation. Acceptable evidence should include the letters/flyers and sign-in sheets, including the school name and the participants' role.
5. On or before August 17, 2018, the District shall send assessment plans to each parent who has requested a special education assessment in the past two years.

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Page 4 of 5

Acceptable evidence should include the assessment plans sent, a list of parents to whom the assessment plans were sent, and contact information for each of the parents.

6. On or before November 1, 2018, the District shall have completed all special education assessments that are a result of a parent request and a signed assessment plan, and convened an IEP team meeting within 60 days of the signed assessment plan to review the results of the assessments. In the event the student is eligible for special education services and the request to assess for special education was made over a year ago from the date of the this report, the District shall offer one year of compensatory services. In the event the student is eligible for special education services, and the request to assess for special education was made within a year from the date of the this report, the District shall offer compensatory services equitable to the period of delay in assessing the student. Acceptable evidence should include a copy of the each assessment report and documentation of the compensatory offered in the IEP.

RECONSIDERATION NOTICE

The findings in this investigation report are specific to this case. While general rules are cited, findings in other investigations may differ due to the facts and issues in each case.

Pursuant to *California Code of Regulations*, Title 5, Section 4665, either party may request reconsideration:

Within 35 days of receipt of the Department investigation report, either party may request reconsideration by the Superintendent. The request for reconsideration shall designate the finding(s), conclusion(s), or corrective action(s) in the Department's report to be reconsidered and state the specific basis for reconsidering the designated finding(s), conclusion(s) or corrective action(s). The request for reconsideration shall also state whether the findings of fact are incorrect and/or the law is misapplied. . . . Pending the Superintendent's reconsideration, the Department report remains in effect and enforceable.

A request for reconsideration must be postmarked 35 days from the receipt of the investigatory report and sent to:

Ana Marsh, Education Administrator II
Complaint Resolution Unit
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814
916-445-4623 Phone
916-327-8878 Fax

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Evidence of required corrective actions or questions regarding corrective actions shall be directed to:

**Donna DeMartini, Education Administrator I
Focused Monitoring and Technical Assistance Unit Two
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814
916-445-4632 Phone
916-327-0326 Fax**

If compliance is determined in this investigation and no corrective actions are required, consider this case closed.

Ana Marsh
Education Administrator II
Complaint Resolution Unit

Jane Canty
Education Administrator I
Complaint Investigation Unit II



California Department of Education
Special Education Division